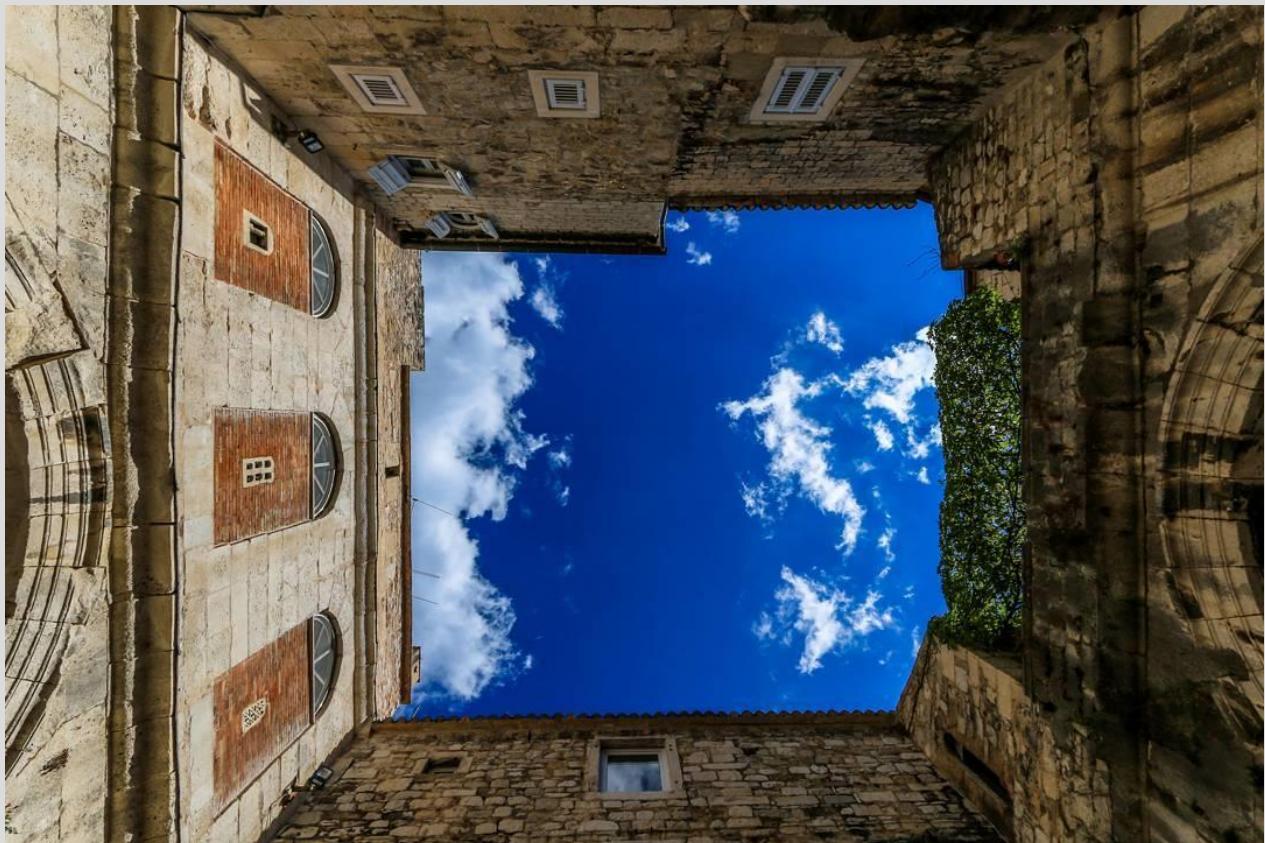




Hrvatsko društvo za primijenjenu lingvistiku
Croatian Applied Linguistics Society
Kroatische Gesellschaft für Angewandte Linguistik
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O međusobnim utjecajima i ovisnostima jezičnoga fenomena i izvanjezične stvarnosti u lingvističkim se istraživanjima, izravno ili neizravno, progovara oduvijek. Bilo da je riječ o ciljanim razmatranjima prirode takvih međudjelovanja bilo pak da se taj odnos podrazumijeva i poima kao prirodan – onaj od kojega se polazi jer se nalazi u pretpostavljenom trenutku početka ljudske komunikacije – jezikoslovna misao zainteresirana je za njegov dinamizam i njegove pojavnne oblike. Zahvaljujući razgranatim komunikacijskim mogućnostima (osobito onima koje donose elektronički mediji), pomoću kojih suvremeno društvo pokušava što uspješnije udovoljiti svojim komunikacijskim potrebama, suodnos jezičnoga fenomena i izvanjezične stvarnosti sve je bogatiji i raznovrsnijega opsega. Upravo njemu posvećujemo stoga ovogodišnji znanstveni susret HDPL-a.

Ovogodišnji je skup po svojem datumu i načinu održavanja uvelike drugačiji od svih dosadašnjih. Iako je bio planiran za 16. do 18. travnja i iako su sve pripreme za to bile obavljene, okolnosti povezane s pandemijom bolesti COVID-19 zadale su nam novi, jesenski datum. I ne samo to, odlučili smo prihvatići izazov te tradicionalni HDPL-ov skup održati prvi put na daljinu.

Ipak, iako ćemo se pridruživati *online*-skupu iz različitih gradova Hrvatske, Europe i svijeta, „srce“ skupa ostaje na Filozofskome fakultetu u Splitu, odakle se koordinira održavanje našega susreta. Nadamo se da ćemo rad članova Društva na ovaj način predstaviti još široj znanstvenoj zajednici i postići još veću vidljivost.

Linguistic research has always, either explicitly or implicitly, dealt with the interaction of linguistic phenomena and extralinguistic reality. Whether we are talking about targeted analyses of the nature of their interaction, or whether this interaction is implied and taken for granted, linguistics has always been interested in its dynamics and manifestations. Thanks to the abundance of communicative channels (primarily those enabled/afforded by the electronic media) which the modern society is employing to satisfy its communication needs, the interaction between the linguistic phenomena and the extralinguistic reality is becoming richer and more diversified. This is the reason why this year's CALS conference is dedicated precisely to this topic.

This year's conference greatly differs from the previous ones both with respect to the time of year and the mode in which it is held. Although it was originally planned that it would be held from 16th to 18th April and although all the preparations were made, the circumstances related to the COVID-19 pandemic forced us to move our conference to autumn. But that is not all – we have decided to accept the challenge and to hold the traditional CALS conference online for the very first time in its history.

Even though we will be joining our online conference from different cities in Croatia, Europe and the world, its 'heart' remains at the Faculty of Humanities and Social Sciences in Split which is the location from which all the events will be coordinated. We hope that this new conference mode will help us present the work of the CALS members to an even wider scientific community and increase the visibility of our conference.

Magdalena Nigoević & Mihaela Matešić

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NAPOMENA / NOTE

Sažeci su objavljeni prema prijavljenom jeziku izlaganja. Najprije se navodi sažetak na jeziku izlaganja, a potom sažetak na drugom službenom jeziku skupa. Jezična je redaktura autorska.

The abstracts in the book are ordered according to the language in which the author(s) will present. Each paper will be presented in the language in which the first version of the given abstract is provided. The proofreading of the abstracts is the authors' responsibility.

PLENARNA IZLAGANJA / PLENARY SESSIONS

Grace E. Fielder

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Norms, Variants and Evaluation: Theoretical Challenges of Post-1989 Standard Language Ideology

At the heart of the sociolinguistic enterprise is language variation, and language ideology plays a critical role in the evaluation of sociolinguistic variants. While 19th century language standardization was driven by nation-building, in late modernity democratization and globalization have changed the dynamics of language and power. Kristiansen and Coupland 2011 — the first volume of papers by the SLICE (Standard Language Ideology in Contemporary Europe) research group - propose two possible directions that change in standard language ideology can take: *destandardization* in which “the established standard language loses its position as the one and only ‘best language’” or *demoticization* in which “the standard ideology as such stays intact while the valorisation of ways of speaking changes” (2011:28). These theoretical constructs are based primarily on data from Northern European countries and the extent to which they can be applied to post-communist countries is one of the questions that will be addressed in this paper. In particular, the interactional nature of new media and the public appearance of non-standard language complicates the distinction between and evaluation of written (standard) and spoken (non-standard) variants (Thøgersen, Coupland & Mortensen 2016), a phenomenon that needs to be accounted for in the theoretical framework.

Kristiansen, T.; Coupland, N. (eds.) (2011). *Standard Languages and Language Standards in a Changing Europe*. Oslo.

Thøgersen, J.; Coupland, N.; Mortensen J. (eds.). (2016). *Style, Media and Language Ideologies*. Oslo: Novus Press.

* * *

Robin Lickley

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Disfluency in dialogue

Everyone hesitates and everyone makes mistakes when they speak. Hesitation breaks the flow of speech. Errors are usually repaired, and this action also breaks the flow of speech. So both hesitation and error repairs create disfluency. Studies of large speech corpora suggest that we produce disfluencies at an average of around 6 per 100 words. In this presentation, I will begin by demonstrating the types of disfluency that occur in everyday speech and explaining why they occur.

Most disfluencies occur as a result of speaker-internal production problems, like uncertainty about what to say or errors and repairs in formulation and articulation. The likelihood of disfluency has been shown to vary with various measures of utterance complexity. But complexity goes beyond the speaker's own utterances. Speech usually occurs in interaction with other people, and interlocutors clearly have an influence on the nature and content of the conversation. To what extent does the fact that other people are involved in speech in interaction affect fluency and disfluency?

I will address this under four main subtopics.

- (1) Turn exchanges: There is often overlap and interruption in multi-speaker scenarios.
- (2) Complexity of the task, added by other people: An interlocutor may make the cognitive demands harder for the speaker
- (3) The audience effect: Evidence that speakers may respond less fluently with some interlocutors than with others.

Disfluency at a dialogue level: Sometimes the dialogue itself can become disfluent in form.

* * *

Ana Meštrović

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Exploring the COVID-19 *infodemic* in social media: multilayer framework approach

Before the presence of social media, the distribution of information relied on traditional media, such as newspapers and television. The new era of social media arises new problems in terms of *infodemics* and misinformation spreading. As stated by the WHO, the COVID-19 outbreak and response culminated with massive *infodemic* that is dangerous because it makes it difficult for people to find trustworthy sources and reliable guidance when they need it.

Automatic recognition of information spreading patterns may be helpful in the tasks of devising efficient and effective ways to disseminate true and relevant information. In the field of natural language processing (NLP) various approaches have already been defined that can differentiate between various kinds of information, for example, information with a positive or negative attitude; or misinformation vs. mainstream information. However, the COVID-19 crisis brings a completely new realm of challenges in terms of large communication volumes that result in massive datasets, new terminology, new aspects, and new specific topics that have come into focus.

The aim of our research is to perform a quantitative and qualitative study of the communication in social media during the COVID-19 crisis as part of the project "Multilayer Framework for the Information Spreading Characterization in Social Media during the COVID-19 Crisis", financed by the Croatian Science Foundation. The main objective of the project is to propose a multilayer framework that defines a set of approaches, methods and network-based models that capture three aspects of information spreading analysis: (i) content, (ii) context and (iii) dynamic. The content-based analysis of textual information will rely on the various natural language processing methods and approaches to achieve an automatic text classification, which also requires a deep linguistic expertise. Additionally, our objective is to provide descriptive statistics of the textual information related to COVID-19 crisis communication characteristics. The context-based analysis refers to the analysis of various multilayer network properties on the global, middle, and local scale. The analysis of the dynamics involves the analysis of cascade dynamics and other properties such as information trends changing over time.

* * *

Jelena Parizoska

University of Zagreb

Idiom Modifications: What Grammar Reveals about Conceptual Structure

Corpus studies of idioms in different European languages show that they vary their lexico-syntactic structure regularly and variations may become institutionalized through frequent use. Some examples of institutionalized variations of verbal idioms in English and Croatian include *turn the tables, the tables are turned*; *doći pod upitnik* ('come into question'), *dovesti što pod upitnik* ('bring something into question'). Furthermore, idioms are often creatively exploited in discourse (Naciscione 2010; Jaki 2014) and idiom modifications, i.e. ad hoc manipulations created for a particular communicative purpose in a particular context, are widespread. Cognitive linguistic studies show that modifications are constrained by cognitive mechanisms motivating idiomatic meanings (Langlotz 2006; Omazić 2015). However, most studies of idiom modifications focus almost exclusively on semantic constraints, whereas constructional factors have not been taken into account. Given the symbolic nature of grammar in Cognitive Linguistics (Langacker 2008), it can be assumed that the ways in which idioms can be manipulated are dependent on and constrained by constructional schemas.

This paper explores modifications of verbal idioms in English and Croatian, using corpus data. We will focus on nominalization (e.g. *change your tune* → *tune changing*; *prati prljavo rublje* 'wash your dirty laundry in public' → *peraći prljavog rublja* 'people who wash their dirty laundry in public') and structural changes (passivization, causative and non-causative constructions, directional opposites). The aim of the paper is twofold. First, we will show that meaning and grammatical structure go hand in hand in restricting idiom modifications. Second, we will show that similar restrictions apply in both institutionalized variations and modifications. Thus, nominal expressions derived from verbal idioms profile situations or participants, just like in the case of non-idiomatic constructions (e.g. *write letters* → *letter writing*, *prati prozore* 'wash windows' → *peraći prozora* 'window washers'). Deliberate manipulations of idioms' grammatical structure are constrained by event schemas (Radden and Dirven 2007). For example, passive forms serve the function of agent defocusing (e.g. *draw a blank, a blank was drawn*), while causative and non-causative constructions construe the relationship between a trajector and a landmark from different perspectives (e.g. *be under the weather, leave someone under the weather*). Overall, corpus data show that although idiom modifications are impossible to predict, they exhibit conventionality on the conceptual-grammatical level.

Jaki, S. (2014). *Phraseological Substitutions in Newspaper Headlines: "More than Meats the Eye"*. Amsterdam, Philadelphia: John Benjamins.

Langacker, R. W. (2008). *Cognitive Grammar: A Basic Introduction*. Oxford, New York: Oxford University Press.

Langlotz, A. (2006). *Idiomatic Creativity*. Amsterdam, Philadelphia: John Benjamins.

Naciscione, A. (2010). *Stylistic Use of Phraseological Units in Discourse*. Amsterdam, Philadelphia: John Benjamins.

Omazić, M. (2015). *Phraseology through the looking glass*. Osijek: Josip Juraj Strossmayer University of Osijek, Faculty of Humanities and Social Sciences.

Radden, G.; Dirven, R. (2007). *Cognitive English Grammar*. Amsterdam, Philadelphia: John Benjamins.

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IZLAGANJA U SEKCIJAMA / GENERAL SESSIONS

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Proverbs off- and online

Unlike the paremiological history of some other nations and languages, which already possess several paremiological compilations and dictionaries of proverbs either in print (e.g. American English (Mieder/Kingsbury/Harder, 1996, and Doyle/Mieder/Shapiro, 2012), Bulgarian (Stojkova, 2007); German (Wander, 1867-1880), Hungarian (Litovkina, 2005), or in online form (e.g. the paremiological portal SprichWort-Plattform which contains the frequently used proverbs in the German corpus DeReKo and their equivalents in the Czech, German, Hungarian, Slovak and Slovene languages or the database of the Postproverbials in African Cultural Expressions), most of the Croatian proverbs have been documented in the collections of sayings and idioms in the 19th and 20th centuries. The project of compiling a Croatian dictionary of proverbs started in 2014, but has encountered several linguistic issues. Having solved most of them, in the course of the present paper there will be a discussion presented as to which are the necessary elements of a good dictionary of proverbs, and what are the benefits and drawbacks of a print and online proverb databases. The discussion will be based on the examination of contemporary print dictionaries, the expertise of linguists working on SprichWort-Plattform and postproverbial.com, as well as the new insights of paremiography in the field of information sciences. The questions that will be attempted to answer are: What are the benefits of a dictionary of proverbs? Why do we actually need a paremiological dictionary? Should the Croatian paremiography be enriched by proverbs appearing in the print or in the online form and how should we do it?

* * *

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Textual Coherence in Foreign Language Writing (the KohPiTekst project)

According to many applied linguists (e.g. Canale, 1983; Celce-Murcia 2007; Bachman & Palmer, 2010), coherence is the key component of the discourse competence, but it is related to a whole range of open problems brought about by theoretical inconsistencies in defining the concept as well as a lack of applied-linguistic research. This incited the design and conduct of an extensive research project titled *Textual Coherence in Foreign Language Writing* (KohPiTekst) whose primary aim is to describe and compare coherence dimensions and ways of developing coherence as well as factors affecting (in)coherence in texts created by foreign language users of German, English, Hungarian, French, and Croatian.

The research focuses on the following questions: how non-native speakers of Croatian, German, English, French and Hungarian develop the topic of a written text, what types of topical progressions dominate texts created by native vs. non-native writers, what are the causes of coherence disruption. The underlying assumption is that there are differences in coherence features among texts in different languages, and that text incoherence is caused by the transfer of the coherence concept from the first language.

The study involved 250 participants (50 per each language) whose first language is Croatian, German, English, Hungarian or French, and whose foreign language proficiency is at B1-B2 level. Questionnaires were used to collect demographic data and a writing test to compile a corpus of texts written on the same topic in first and foreign languages. The texts were analysed by the Non-Native Text Coherence Analysis (NN-TeCA) method that was designed building on the method by Lautamatti (1987).

The results point to the existence of particular differences in coherence dimensions in texts written by learners of different foreign languages, but not to a transfer of the coherence concept from first to foreign language. The contribution of the research lies in the application of a new coherence analysis method and its implications for the theory and practice of foreign language teaching.

- Bachman, L.F.; Palmer, A.S. (2010). *Language Assessment in Practice*. Oxford etc.: Oxford University Press.
Canale, M. (1983). From communicative competence to communicative language pedagogy. In: Richards, J. C.; Schmidt, R. W. (eds.) *Language and Communication*. London: Longman, 2–27.
Celce-Murcia, M. (2007). Rethinking the role of communicative competence in language teaching. In Alcón Soler, E.; Safont Jordà, M. P. (eds.) *Intercultural Language Use and Language Learning*. Springer, 41–57.
Lautamatti, L. (1987). Observations on the development of the topic of simplified discourse. In: Connor, U.; Kaplan, R. B. (eds.). *Writing across Languages: Analysis of L2 Texts*. Reading, MA: Addison-Wesley Publishing Co., 87–114.

* * *

Maja Balić Motušić

Sveučilište u Zadru

**Developmental Sequences of Interrogative Grammatical Structures in English Language
Textbooks used in Croatian Elementary Schools**

The purpose of this paper is to research developmental sequences of grammatical structures in English language textbooks used in Croatian elementary schools. Proposed textbooks are written by Croatian and foreign authors and are intended for the fifth and sixth elementary grade learners. Two different theoretical aspects are taken into consideration: Natural Order Hypothesis proposed by Stephen Krashen and Processability theory proposed by Manfred Pienemann. According to Natural Order Hypothesis, children learn features of L1 grammar in a sequence that is predetermined by innate universal processes (Bloom, 1970; Cazden, 1972; Pica, 1985; Saville-Troike, 1988; etc.). Similarly, various descriptive studies have confirmed the 'existence of order' among L2 learners, as well (Dulay and Burt 1973, 1974b; Baily, Madden and Krashen, 1974; Larsen-Freeman, 1976; etc.). Particular research interest within the field was ascribed to the acquisition of tense and aspect (Klein and Perdue, 1992, 1997; Harley and Swain 1978; Bardovi-Harling 2000; Schlyter, 1990; etc.) and the development of negatives (Dulay, Burt and Krashen 1982; Wode, 1978; Schumann, 1979; etc.). A study by Pienemann, Johnston and Brindley (1988) served as a basis for the Multidimensional model and later as a part of Processability theory according to which the order of acquisition of various grammatical structures can be predicted. This study is focused on the acquisition of interrogative grammatical structures. The research is descriptive in nature and method of analysis involves the process of comparison. Given results indicate that all the analysed textbooks do not follow the natural order of acquisition of interrogative grammatical structures, although its implementation is possible in instructional environment as a part of teaching objectives with the emphasis on true, authentic and genuine communication inside the classroom as one of the main requirements for successful foreign language learning.

* * *

Ana Banovac, Toni Ljubić, Ivan Jerković, Ivana Kružić, Bruno Nahod, Perina Vukša Nahod, Željana Bašić

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Jezik i krv – interdisciplinarni pristup usuglašavanju forenzičkoga strukovnog nazivlja¹

Analiza izgleda tragova krvi jedna od temeljnih disciplina forenzičkih znanosti, a proučava fizička svojstva krvi te mehanizme i zakonitosti nastajanja tragova krvi. Budući da se krv kao trag najčešće pojavljuje u težim kaznenim djelima, posebice onima protiv života i tijela, važno je svakodnevno razvijati i primjenjivati nova znanja iz područja analize njezina izgleda. Međutim, unatoč presudnoj ulozi ove vrste tragova u kaznenim i sudskim postupcima te međunarodnom dosegu ove znanstvene discipline u Hrvatskoj, ne samo da nije usustavljeno nazivlje, nego ni naziv discipline nije u potpunosti usuglašen. Tijekom sudjelovanje na projektu „Forenzično-kriminalističko nazivlje”, jednomu od projekta za izgradnju hrvatskoga strukovnog nazivlja u terminološkoj bazi Struna, autori su počeli s izradom prijedloga stručnih naziva na hrvatskome jeziku iz područja analize izgleda tragova krvi. Pregledom recente stručne i znanstvene literature te službenih izdanja forenzičkih međunarodnih znanstvenih skupina prikupljeni su relevantni pojmovi. Raščlambom definicija prikupljenih pojmove oblikovale su se njihove radne definicije na hrvatskome jeziku te su se usporedile s definicijama postojećih pojmove u hrvatskim vrelima. Rezultati su pokazali da postoji svega nekoliko temeljnih pojmove s ustaljenim nazivima na hrvatskome jeziku, primjerice brisotina, prskotina, lokva krvi i sl., dok za preostale pojmove nisu pronađene njihove hrvatske istovrijednice. Za takve pojmove prvo se ispitalo može li se rabiti izravan prijevod engleskoga naziva. To je bilo moguće za pojmove kao što su izdisajni trag krvi (engl. *expiratory bloodstain*), kontaktni trag krvi (engl. *contact bloodstain*) i složeni trag krvi (engl. *complex bloodstain*), no takva rješenja nisu bila dosta prozirna u većini naziva ili takvi prijevodi nisu značenjski odgovarali pojmovima. Primjerice, izravan bi prijevod naziva saturation bloodstain bio zasićeni trag krvi, a zapravo je riječ o tragu koji je nastao nakupljanjem krvi u upijajućemu materijalu. Stoga je za ovaj pojam predložen naziv upijeni trag krvi. Slično je zapaženo za mnoge druge srodne pojmove, pa je svakomu pojmu valjalo zasebno pristupiti usuglašavajući zakonitosti forenzičkih znanosti, terminologije i hrvatskoga jezičnog standarda. U ovome će se izlaganju detaljno izložiti nedoumice s kojima smo se susreli, postupci rješavanja problema i iznijeti rješenja naziva i definicija određenih pojmove te standardizacije ove forenzičke discipline u hrvatskome jeziku i u hrvatskoj znanosti.

Language and blood – interdisciplinary approach to harmonizing the forensic vocational terminology

Bloodstain pattern analysis is one of the fundamental disciplines of forensic science and studies the physical properties of blood and the mechanisms and regularities of bloodstain formation. Since blood is commonly found in severe crimes, especially violent crimes, it is vital to develop and apply new knowledge daily in the field of analysis of its appearance. However, despite the crucial role of this type of evidence in criminal and judicial proceedings and the international accomplishments of this scientific discipline, in Croatia, not only has the terminology not been established, but the name of the discipline has not been fully harmonized. During the participation in the Forensic and Criminal Investigation Terminology project, one of the projects for the construction of the Croatian vocational terminology at the Struna terminology base, the authors began to draft vocational terms in the Croatian language in the field of bloodstain pattern analysis. Relevant terms have been gathered by reviewing recent professional and scientific literature and the official editions of forensic international scientific groups. The breakdown of the definitions of the collected terms formed working definitions in the Croatian language and was compared with the definitions of existing terms in Croatian sources. The results showed that there are only a few basic terms with settled names in the Croatian language, such as brisotina, prskotina, lokva krvi, etc., while the remaining terms had no Croatian equivalents. For such terms, it was first examined whether a direct translation of the English term could be used. It was possible for terms such as izdisajni trag krvi (expiratory bloodstain), kontaktni trag krvi (contact bloodstain), and složeni trag krvi (complex bloodstain) but such solutions were not sufficiently transparent in most terms, or such translations did not fit the terms meaningfully. For example, a direct translation of saturation bloodstain would be zasićeni trag krvi, which does not correspond to the accumulation of blood in absorbent material. Therefore, we suggested upijeni trag krvi. Similar was observed for many other related terms, so each term had to be approached separately following the laws of forensic science, terminology, and the Croatian language standards. This presentation will set out in detail the concerns we have encountered, the problem-solving procedures, and the solutions to the terms and definitions and the standardization of this forensic discipline in the Croatian language and Croatian science.

* * *

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Ante Baran, Barbara Vodanović

Sveučilište u Zadru

Feminizacija naziva zanimanja s nastavkom -eur kod internetskih korisnika u Francuskoj

Svrha istraživanja je utvrditi ponašanje prosječnih francuskih govornika pri tvorbi ženskog roda od imenica muškog roda na -eur koje označavaju prestižna zanimanja i dužnosti. Istraživanje će se obaviti pomoću alata *Sketchengine* na *French web corpus (frWaC)* korpusu. U francuskom je tvorba ženskog roda dijela takvih imenica problematična jer nije tradicionalno prisutna u upotrebni. To je osobito slučaj kod imenica muškog roda na -eur čiji ženski oblik -euse u nekim slučajevima postaje praktično neupotrebljiv zbog neprimjerenih konotacija. Pojedini jezikoslovci (M. Druon, A. Eskénazi) smatraju da se korištenje oblika ženskog roda protivi dugoj jezičnoj tradiciji. Iz tog razloga mnogi govornici pribjegavanju obliku muškog roda uz koji se dodaju riječi *femme* ili *madame* (npr. *madame/femme professeur*) ili determinanti u ženskom rodu (npr. *la/une/ma professeur*), ili se pak na muški oblik dodaje nastavak -e čija je razlikovna uloga ograničena na grafiju, npr. (*la) professeure*. Pretpostavljamo da će postotak imenica s nastavkom -euse biti manji što je zanimanje društveno prestižnije ili ga žene tek odnedavno obavljaju. Izbor imenica obavit će se prema sljedećim kriterijima: imenica u muškom rodu mora završavati na -eur; mora se odnositi na mušku osobu koja obavlja neko zanimanje, dužnost ili funkciju koju može obavljati/obavlja i ženska osoba; imenica ne smije tvoriti ženski rod drugim sufiksima koji se tradicionalno koriste u tvorbi ženskog roda (npr. -esse); imenica ne smije biti višezačna u svome ženskom obliku ili posjedovati razne konotacije i naposljetku imenica ne smije biti anglicizam. Pretražit ćemo učestalost triju mogućih oblika u kojima se imenica može pojaviti, a to su dvorodni oblik imenice kojemu prethodi determinant u ženskom rodu ili imenica (*femme/madame*), muški oblik imenice sa sufiksom -e i oblik sa sufiksom -euse. Očekujemo da će dobiveni rezultati dokazati da govornici u većini slučajeva koriste oblik na -e čineći kompromis između tradicije i priznavanja prisutnosti žena na pozicijama.

Feminisation of the names of professions ending in -eur with internet users in France

Our goal is to determine the behaviour of ordinary French speakers in the formation of feminine gender from masculine nouns ending in -eur which indicate prestigious occupations and positions. The research will be done using the Sketchengine tool on the French web corpus (frWaC). This formation in French is problematic because it is not traditionally present in use. In fact, the feminine form -euse becomes practically unusable in some instances due to inappropriate connotations, and some linguists (M. Druon, A. Eskénazi) considered the use of feminine forms contrary to a long linguistic tradition. For this reason, many speakers resort to the masculine form ending in -eur to which they add either *femme* or *madame* (e.g. *madame/femme professeur*) or feminine determiners (e.g. *la/une/ma professeur*). Also, the ending -e is added to the masculine form, whose distinctive role is limited to spelling, e.g. (*la) professeure*. We assume that the percentage of nouns with the ending -euse will be smaller if the profession is more socially prestigious or if women have only recently entered it. The selection of nouns will be made according to the following: Firstly, the noun in the masculine gender must end in -eur and refer to a male person practising a profession, duty or function which a female person may also perform or already performs. Secondly, the noun must not form a feminine gender with other suffixes which are used traditionally, e.g. -esse. Finally, it must not be polysemous in its feminine form or have different connotations, and must not be an Anglicism. We will examine the frequency of the three possible forms in which a noun can occur: the two-gender form of a noun preceded by either a feminine determiner or the noun (*femme/madame*), a masculine noun with the suffix -e and the form with the suffix -euse. We expect that the findings will prove that in most cases, speakers use the -e form, making a compromise between the tradition and acknowledgement of the presence of women in positions.

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Govorna brzina kod govornika hrvatskoga i španjolskoga jezika

Dosadašnje studije o govornoj brzini bile su uglavnom usmjerene na dva istraživačka pola: proučavanje govorne brzine i njezine percepcije u materinskom te u stranome jeziku. Govorna se brzina proučavala i kao vremenska dimenzija općega govora, zatim kao specifična odrednica medijskoga govora, a provedena su i raznovrsna kontrastivna proučavanja brzine govora u različitim jezicima, razlike unutar govornika i između govornika s obzirom na spol, starosnu dob, dijalektalnu varijantu i sl. (Binnenpoorte et. al., 2005; Santiago & Mairano, 2017). Rezultati većine istraživanja pokazali su da je govorna brzina povezana s brojnim čimbenicima: osobnim, demografskim, kulturnoškim, jezičnim, fiziološkim, psihološkim itd. (Yuan et al., 2006) a Dellwo i suradnici (2006) navode da je govornu brzinu moguće analizirati s tri stajališta: akustičkoga, perceptivnoga i hotimičnoga. S obzirom na to da je govorna brzina, kao i ritam, prosodijski parametar koji je snažno određen i vremenskom organizacijom u okviru koje svakodnevno ostvarujemo vlastite govorničke iskaze, u istraživanjima je od velike važnosti potrebno metodološki oprezno utvrditi kriterije izbora govornika, kao i uvjete snimanja te analiziranja govornoga stimulusa. Budući da među autorima postoje neslaganja o utjecaju materinskoga jezika (L1) na govornu brzinu u stranome jeziku (L2), u radu će se ispitati odnos govorne brzine u hrvatskome i španjolskome jeziku. Postavljeno je nekoliko istraživačkih pitanja: razlikuje li se govorna brzina kod izvornih govornika hrvatskoga i španjolskoga, ima li razlika u govornoj brzini pri upotrebi materinskoga i stranoga jezika, pri različitim govornim stilovima i između govornika s obzirom na spol. Za potrebe istraživanja snimljeno je po šest izvornih govornika obaju jezika, od kojih govornici hrvatskoga vladaju španjolskim jezikom na C2 razini. Govornici su snimljeni visoko kvalitetnom akustičkom opremom u prostorijama sa sniženom razinom buke. Analiza je provedena u programu za akustičku obradu zvuka Praat, a ispitane su mјere tempa artikulacije (TA) i tempa govora (TG), koji uključuje govorne stanke s mјernom jedinicom broj slogova u sekundi (sl/s).

Speech rate in Croatian and Spanish language speakers

Previous speech rate studies have mainly focused on two areas of interest: the study of speech rate and the study of its perception in both native and foreign languages. Speech has also been studied as a temporal dimension of general speech, then as a specific determinant of media speech; additionally, various contrastive studies of speech rate in different languages have been conducted, investigating differences in individual speakers and among various speakers in terms of gender, age, dialectal varieties, etc. (Binnenpoorte et. al., 2005; Santiago & Mairano, 2017). The results of most studies have shown that speech rate is related to numerous factors: personal, demographic, cultural, linguistic, physiological, psychological, etc. (Yuan et al., 2006). Dellwo et al. (2006) indicate that speech rate can be analysed from three points of view: acoustic, perceptive and intentional. Considering that speech rate, as well as rhythm, is a prosodic parameter that is also strongly determined by temporal organization within which we make our own speech statements on a daily basis, it is very important in research to carefully determine methodological criteria for the speaker's choice, as well as the conditions of recording and analysing the speech stimulus. Since there is lack of consensus among authors about the impact of the native language (L1) on speech rate in a foreign language (L2), the paper will examine the relationship between the speech rate in Croatian and Spanish language. Several research questions have been asked: does speech rate differ between native speakers of Croatian and Spanish, are there any differences in the speech rate when using the native and a foreign language in different speech styles and among speakers with regard to gender. Six native speakers of both languages were recorded for the study, of whom Croatian speakers have C2-level proficiency in Spanish. Speakers were recorded by high quality acoustic equipment in rooms with low noise level. The analysis was done in the Praat acoustic sound processing program and the speech production was measured for articulation rate (TA) and speech tempo (TG), which includes speech pauses with the number of syllables per second (sl/s) as the unit of measure.

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Konstruiranje diskursa o klimatskim promjenama u hrvatskim i anglofonim medijima

S obzirom na rastuću važnost problema klimatskih promjena i njegovu sve veću zastupljenost u znanstvenom, političkom i medijskom prostoru, ovim izlaganjem želimo otvoriti raspravu o diskurzivnim praksama i diskurzivnom konstruiranju narativa o klimatskim promjenama, koja u hrvatskom jezikoslovju gotovo da uopće nije zastupljena. U izlaganju ćemo predstaviti rezultate eksplorativnog istraživanja načina diskurzivnog konstruiranja ljudske uloge u narativu o klimatskim promjenama, u kojem smo proveli kontrastivnu kvalitativnu analizu dvaju korpusa tekstova s temom klimatskih promjena – s jedne strane korpusa tekstova objavljenih u izabranim anglofonim, a s druge strane u hrvatskim *online* medijima (internetskim portalima) u nasumice odabranom razdoblju od mjesec dana. Istraživački problem i metodologija istraživanja postavljeni su u teorijski okvir kritičke analize diskursa i ekolinguistike. Cilj je istraživanja bio utvrditi koje se „priče“ (Stibbe 2015) o važnom društvenom problemu klimatskih promjena promoviraju u analiziranom korpusu hrvatskih i anglofonih medijskih tekstova te koja se opća mjesta ('toposi' (Wodak i Meyer 2001)) aktiviraju u interpretaciji tih priča. Jezične obrasce koji se učestalo pojavljuju u diskursu o klimatskim promjenama analizirali smo kao diskursno sredstvo konstruiranja i etabriranja mentalnih i kulturnih modela koji odražavaju uvriježene konceptualizacije čovjekovih uloga koje se ostvaruju u interakciji čovjeka, prirode i tehnologije u razdoblju antropocena, pri čemu se čovjek istovremeno pojavljuje u ulozi 'krivca' i/ili 'dobročinitelja' i/ili 'žrtve' vlastitoga djelovanja. Kontrastivnom kvalitativnom analizom tekstova iz anglofonih i hrvatskih medija dobili smo uvid u razlike u fokusu izvješćivanja, u prominentnosti određenih (pod)tema u pojedinim sredinama, te u retoričkim strategijama oblikovanja samoga diskursa. U skladu s odabranim teorijskim okvirom, ovaj rad ima namjeru ukazati i na društveni potencijal načina oblikovanja diskursa o problemu klimatskih promjena (eng. *climate discourse, climate communication*), koji je u anglofonim medijima već neko vrijeme prepoznat kao moćno sredstvo građanskog aktivizma u osvješćivanju javnosti o razmjerima problema i potrebi poduzimanja radikalnih mjera koje bi ublažile razorne učinke ljudske aktivnosti.

Climate discourse construction in Croatian and anglophone media

This talk aims to encourage discussion on the discursive practices and the discursive ways of constructing the narrative on climate change, a topic of increasing prominence in the science, political and media sphere, but still insufficiently present in Croatian linguistics. The talk will present the findings of an exploratory research into the ways of discursively constructing the role of humans in the narrative on climate change in two parallel corpora of texts published in a randomly chosen period of one month in the selected Croatian and Anglophone online media. Relying on the broad framework of ecolinguistics and critical discourse analysis, the authors conducted a contrastive qualitative analysis of the collected texts with the aim to establish what "stories" (Stibbe 2015) related to this important social problem are given prominence in the analyzed corpus of Croatian and anglophone media texts and what reference points of shared knowledge ("topoi" (Wodak and Meyer 2001)) are activated in the interpretation of these stories. The linguistic patterns conventionally used in the discourse on climate change were analysed as an instrument for constructing and promoting mental and cultural models that reflect conventional conceptualisations of the roles of humans in the period of Anthropocene, where humans are at the same time presented as the 'culprit' and/or 'benefactor' and/or 'victim' of their own activity. The contrastive qualitative analysis made it possible to gain insight into the differences in the focus of reporting, prominence given to particular (sub)topics in particular communities and rhetorical strategies used in shaping the discourse on climate change. Additionally, the talk will highlight the social potential of constructing the climate discourse in ways that raise the general public's awareness of the scope of the problem and actively promote the awareness of the need for taking radical measures in mitigating the disastrous effects of human activity.

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Silvija Batoš

Sveučilište u Dubrovniku

Imenom sam te zazvao u dubrovačkom kraju

Iako je nadjevanje imena slobodni izbor pojedinca, pod jakim je utjecajem tradicije i društvenih okolnosti. Osobno ime je znak raspoznavanja, ali i izraz čovjekove biti. Tomu svjedoče stare istočne kulture i biblijska tradicija. Čovjek je imenom zazvan u knjizi proroka Izajie (Iz 43,1).

Imena imaju lingvistička, psiholingvistička, sociolingvistička i etička obilježja. Određena su unutarjezičnim činjenicama (imenice koje imaju fonološki i morfološki ustroj, kao i pravopisno određenje) i izvanjezičnim (identitet osobe – društvena i kulturološka pripadnost).

Starosjedioci romanskoga podrijetla utjecali su na antroponime novopridošloga slavenskoga stanovništva, osobito u hrvatskome priobalju. Slavenski onomastički sustav bilježi starogrčki, rimske, kršćanske i bizantske utjecaj. Taj proces je u gradovima tekao snažnije i lakše, a na selu sporije i teže (Kapetanić i Vekarić, 2001). Mnoga imena su dobila drugi oblik, a neka izvorna su se zadržala. Najveći je utjecaj na imenovanje ostavilo kršćanstvo (Šimunović, 2009).

U suvremenoj hrvatskoj komunikaciji neka imena se pojavljuju u dvije ili više inačica, osobito ona stranoga podrijetla koja mogu biti prilagođena hrvatskomu jeziku. Brojnost inačica ukazuje na dio leksika koji se ne može glasovno, ni naglasno ujednačiti. Nema strogih pravila po kojima bi se neko ime pisalo ili izgovaralo. Presudnu riječ ima nositelj imena (Bošnjak Botica, Jelaska, 2008).

Predmet ovoga rada je sociolingvističko dijakronijsko istraživanje imenskoga korpusa na području grada Dubrovnika i dubrovačkoga kraja. Koristi se kvalitativnom metodologijom i induktivnom metodom, a strategije uključuju istraživanje arhivskih dokumenata. Cilj se postiže pronalaženjem odgovora na određena istraživačka pitanja koja uključuju proces nadjevanja osobnih imena stanovnicima grada Dubrovnika i okolice, potom odnos između narodnih i kršćanskih imena, zakonitosti tradicijskoga denominacijskoga sustava, te pojavu tih imena u suvremenoj hrvatskoj i europskoj komunikaciji.

Rezultati pridonose pojašnjenu nastanku i razvoju, kao i očuvanju dubrovačkoga antroponijskoga sustava, dijela hrvatskog identiteta u europskom kulturološkom okruženju.

I Have Called You by Your Name in the Area of Dubrovnik

Although names giving is free choice of the individual, it has strong influence of tradition and social circumstances. A personal name is a sign of recognition, but also the human essence expression. This is evidenced by the ancient Eastern cultures and Biblical tradition. The man has been called by the name in the Book of the prophet Isaiah (Is 43,1). Names have linguistic, psychological, sociolinguistic and ethical characteristics. They are determined by the inter-linguistic facts (nouns that have phonological and morphological structure, as well as spelling) and extra-linguistic (identity of the person, social and cultural affiliation).

The natives of Romanic origin influenced the names of the newly arrived Slavic population, especially in the Croatian coastal region. The Slavic onomastic system records Ancient Greek, Roman, Christian and Byzantine influences. The process was more powerful and easier in the cities, while it was slower and harder in the countryside (Kapetanić and Vekarić, 2001). Many names have got another form, and some of the original resisted. Christianity has left the greatest impact (Šimunović, 2009).

In modern Croatian communication, some names appear in two or more versions, particularly those of foreign origin that can be adapted to the Croatian language. The number of variants indicates the part of the lexicon, which cannot be equal in voice or accent. There are no strict rules by which a name would be written or pronounced. The crucial word has a name holder (Bošnjak Botica, Jelaska, 2008).

The subject is sociolinguistic research of the name corpus in the area of Dubrovnik. The qualitative methodology and inductive method are used, as well as the strategies which include archive documents research. The aim will be realised while finding answers to the specific research questions, about the process of name giving in Dubrovnik area, the relationship between folk and Christian names, the legality of the traditional denominational system, the phenomenon of the names within modern Croatian and European communication.

The results contribute to the clarification of Dubrovnik personal names origin, development and preservation, as a part of Croatian identity in the European cultural environment.

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Sveučilište u Splitu

Funkcija talijanizama u novinskim tekstovima Miljenka Smoje

Brojni radovi, većinom hrvatskih znanstvenika, posvećeni su proučavanju talijanizama u hrvatskom jeziku i njegovim dijalektima, osobito u govorima Istre te u govorima jadranskih otoka i priobalja. Talijanizmi se uglavnom proučavaju s etimološkog stajališta, sa stajališta prilagodbe jeziku primatelju na fonološkom, morfološkom i semantičkom nivou te sa sociolingvističkog stajališta. Značajan broj radova bavi se i proučavanjem povijesnog i kulturnog konteksta hrvatsko-talijanskih jezičnih prožimanja. Međutim, hrvatski talijanizmi i njihov značenjski potencijal dosada nisu bili proučavani s obzirom na njihovu funkciju u tekstu. Polazeći od Hallidayeva sistemsko-funkcionalnog pristupa jeziku (Halliday 1978, 2003), u ovom radu proučit će se funkcija talijanizama u novinskim tekstovima splitskog novinara i autora Miljenka Smoje. Korpus čine članci objavljeni u tjednim novinama *Nedjeljna Dalmacija* i *Feral Tribune*, napisani na splitskoj čakavštini. Miljenko Smoje odabrojao je pisati na dijalektu zbog svoje ljubavi prema Splitu te se splitskim govorom koristio kao izrazom svog identiteta i slobode. Smojini dijalektalni tekstovi obiluju talijanizmima, što je prepoznatljivo obilježe leksika čakavskih govorova, pa tako i govorova Smojina Splita. Talijanizmi će se analizirati s obzirom na njihovu funkciju u prikupljenim tekstovima, odnosno s obzirom na tri funkcije jezika koje su, prema Hallidayu, određene kontekstom: ideacijska funkcija, interpersonalna funkcija i textualna funkcija. Hallidayevu trodiobu funkciju jezika primijenio je Rodriguez Gonzalez (1996) u svojim studijama funkcija i motiva upotrebe anglicizama u španjolskom jeziku te hispanizama u engleskom jeziku, dok ju je Pinnavaia (2001) primijenila u semantičkoj analizi talijanizama u engleskom jeziku. Sve tri funkcije jezika podjednako su važne i međusobno isprepletenе, no, Rodriguez Gonzalez zaključuje da pri analizi funkcije posuđenica posebnu pažnju zaslužuju interpersonalna i textualna funkcija s obzirom na to da su one u velikoj mjeri uvjetovane pragmatičkim čimbenicima. Na osnovi analize funkcije talijanizama u Smojinim novinskim člancima u radu će se nastojati protumačiti značenjski potencijal talijanizama i opisati semantičke aspekte njihove upotrebe uokvirene tekstrom te motivirane jezičnim i izvanjezičnim čimbenicima.

Function of Italianisms in Miljenko Smoje's newspaper articles

Numerous papers, written mostly by Croatian scholars, study Italianisms in the Croatian language and its dialects, particularly in the dialects of Istria and Adriatic islands and coastline. Italianisms are mainly studied with regard to their etymology and adaptation to the recipient language at the phonological, morphological and semantic level. They are also analysed from the sociolinguistic point of view, while a considerable number of papers additionally explore the historical and cultural context of Croatian-Italian language contact. However, Croatian Italianisms and their semantic potential have not yet been investigated with regard to their function in the text. By drawing on the Halliday's systemic functional approach to language (Halliday 1978, 2003), this paper examines the function of Italianisms in the newspaper texts of Dalmatian journalist and author Miljenko Smoje. The corpus consists of articles published in the weeklies *Nedjeljna Dalmacija* and *Feral Tribune*, written in the chakavian dialect of Split. Miljenko Smoje chose to write in the dialect because of his love for Split using his language as an expression of his identity and freedom. His dialectal texts abound in Italianism, which is a distinctive feature of the lexis of the chakavian, the dialect of Smoje's Split included. The Italianisms will be analysed with respect to their function in the excerpted texts, that is, with respect to the three functions of language which, according to Halliday, are determined by context: ideational function, interpersonal function, and textual function. Halliday's functional classification of language was applied by Rodriguez Gonzalez (1996) in his studies of the functions and motivation of Anglicisms in Spanish and Hispanisms in English, while Pinnavaia (2001) applied it in the semantic analysis of Italianisms in English. All three functions are equally important and intertwined, however, Rodriguez Gonzalez concludes that in the analysis of the function of loanwords interpersonal and textual function deserve special attention since they are largely conditioned by pragmatic factors. Based on the analysis of the function of Italianisms in Smoje's newspaper articles, this paper intends to examine the semantic potential of Italianisms and to describe the semantic aspects of their use as framed by text and motivated by linguistic and non-linguistic factors.

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Diftonzi u bračkim čakavskim govorima

Diftonzi su u čakavskim i štokavskim govorima na obali adrijatizam koji se razvio uslijed mletačkog utjecaja. Diftonzi u čakavskom narječju imaju nekoliko obilježja: pojavljuju se u različitim sljedovima vokala, od /ie/ do /uo/, drugi je diftonški vokal obično dulji, najčešće se pojavljuju u medialnome položaju u riječi, od kojih prvi diftonški vokal (prednji /e/ ili stražnji /o/) predstavlja slab vokal koji u dugim (ne)naglašenim slogovima diftongizira prema jakom otvorenom vokalu (/e/ ili /o/). Nadalje, najbolje ih čuvaju otočni govorci (Moguš, 1977). Prema prethodnim opisima, diftonge /ie/ i /uo/ na otoku Braču imaju govorici iz Bola, Pučišća i Gornjega Humca. Biočina (2019) na temelju spontanih govora izvornih dijalektalnih govornika različite dobi, spola i obrazovanja iz tih mjeseta utvrđuje da čestotnost diftonga varira s obzirom na dob i mjesto. Naime, diftonge [ie] i [uo] Pučišćani ostvaruju dosljednije od snimljenih govornika iz Gornjega Humca i Bola. Međutim, i među potonjima postoje razlike, pa su diftonzi rašireniji u gornjohumčanskom nego u bolskom. U Bolu diftonge čuvaju samo stariji govorci i pojedini srednje stari govorci (Biočina, 2019). Navedeno nije u skladu sa zaključcima prethodnih skupnih opisa bračkih govorova, po kojima se diftonzi u Gornjem Humcu čuju još samo u vlastitim imenima (Šimunović, 2006). Za potrebe ovog istraživanja preuzet je dio korpusa iz doktorskog istraživanja Biočine (2019), preciznije snimke spontanoga govora 45 govornika iz Bola, Gornjega Humca i Pučišća. Slušnom analizom zamijećeno je da se diftonzi ne pojavljuju samo u dijalektalnim riječima (npr. [jaltuora], [nevierix]), već i u leksiku standarda (npr. [student], [buolnitsi]). Na ciljanim riječima u kojima su slušno i akustički verificirani diftonzi ([ie] i [uo]), provedena je formantska analiza. Za potrebe preciznijega akustičkog opisa diftonga, procijenjene su formantske vrijednosti prvih triju formanata u medialnim stabilnim dijelovima vokala te u tri točke tranzijentskih područja. S obzirom na to da su se diftonzi i u forenzičnoj fonetici pokazali kao snažni fonetski markeri i idiosinkratična obilježja govornika, ovim se istraživanjem nastojala teorijski i akustički opisati njihova distribucija u govorima otoka Brača.

Diphthongs in Čakavian speeches of the island of Brač

Diphthongs in Čakavian and Štokavian speeches on the coast are referred to as 'adriatisms', which were developed due to Venetian influence. Diphthongs in the Čakavian dialect have several features: they appear in different sequences of vowels, from /ie/ to /uo/; the second vocal in the diphthong is usually longer; and they most often appear in the medial position of the word, of which the first diphthong vowel (front /e/ or posterior /o/) represents a weak vowel which in long (un)stressed syllables creates a diphthong towards a strong open vowel (/e/ or /o/). Furthermore, they are preserved best in island speeches (Moguš, 1977). According to previous studies, the diphthongs /ie/ and /uo/ are present in three speeches of the Island of Brač: Bol, Gornji Humac, and Pučišća. On the basis of the spontaneous speech of native dialect speakers of different ages, genders, and education from these towns, Biočina (2019) concluded that the frequency of diphthongs varies with age and town. Namely, speakers from Pučišća use them more consistently than speakers from Gornji Humac and Bol. However, there are differences between them as well: the diphthongs are used more frequently in Gornji Humac than in Bol. In Bol, these diphthongs appear only in the speech of older and some middle-aged speakers (Biočina, 2019). This is not in accordance with the conclusions of previous descriptions by which the diphthongs in Gornji Humac are only heard in personal names (Šimunović, 2006). For the purposes of this study, part of the corpus from the doctoral study of Biočina (2019) was taken, more specifically, recordings of the spontaneous speech of 45 speakers from Bol, Gornji Humac, and Pučišća. The auditory analysis has revealed that diphthongs do not appear only in dialectal words (eg. [jaltuora], [nevierix]), but also in words from standard Croatian (eg. [student], [buolnitsi]). Targeted words included the diphthongs ([ie] and [uo]), which were auditorily and acoustically perceived and verified. This was followed by a formant analysis. In order to provide a more precise acoustical description of the diphthongs, the formant frequencies (F1-F3) were evaluated in the middle stable part of vowels, as well as in three points of the vowel trajectories. Since diphthongs have proven to be a strong phonetic marker and idiosyncratic feature of the speaker in forensic phonetics, this study aims to theoretically and acoustically describe their distribution in the speeches of the Island of Brač.

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Saša Bjelobaba

Sveučilište u Zagrebu

The Binary Variable of Applicativity / Retroapplicativity as a Criterion for Identifying Prepositional Antonymy: The Case of the Italian Prepositions *da*₁ and *da*₂

Historically speaking, the paradigmatic relation of antonymy has been addressed by a great number of linguists, yet little light has been shed on prepositional antonymy in particular. In point of fact, very few studies have been focused on this specific issue (e.g., Katunar 2014). Therefore, in the author's view, this topic merits further attention, primarily in terms of pondering the reliable criteria for identifying prepositional antonyms. The author believes that these criteria cannot rely primarily on the methods of corpus linguistics, such as the frequency of the co-occurrence of prepositional antonyms, but rather on the notions of embodied experience, which entails a consideration of the interplay between linguistic and extralinguistic factors. When it comes to defining the relation of antonymy within the category of prepositions, confusion abounds. As the members of this category are polysemous lexemes, it can be deduced that, in many cases, they can have multiple antonyms among the members of the same category. This confusion is significantly more pronounced in the case of topological spatial prepositions, than in the case of projective (relational) prepositions. Consequently, establishing clear and unequivocal parameters based on the notions of embodied experience turns out to be a necessary condition for distinguishing antonymy from any other kind of paradigmatic relations that can be established between individual members of this category. For this reason, the author makes use of the binary variable of 'applicativity/retroapplicativity', (Pennacchietti 2006, 2008, 2009) in order to provide reliable criteria for identifying prepositional antonymy. While 'applicativity' refers to the capacity of a preposition to encode a relation in which the trajector is projected onto the landmark, 'retroapplicativity' refers to the opposite - the capacity of a preposition to encode a spatial relation in which the trajector emerges from the landmark. The effectiveness of this procedure is tested on the Italian prepositional form *da*, which proves to be homonymous – referring to both the retroapplicative preposition *da*₁ and the applicative preposition *da*₂. The mere fact that antonymy has been identified dismantles a widespread belief that all the uses of the Italian prepositional form *da* can be explained by means of polysemy.

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Pronalaženje engleskih riječi u hrvatskome: analiza računalno-jezikoslovnih alata

Engleski je jezik *lingua franca* modernoga doba i kao takav postao je dominantan jezik davaoc. Danas se smatra da hrvatski jezik najviše posuđuje upravo iz engleskoga. Utjecaj engleskoga jezika na hrvatski vidljiv je u gotovo svim funkcionalnim stilovima te na svim jezičnim razinama, posebice leksičkoj. Riječi posuđene iz engleskoga jezika nazivaju se anglicizmima, a jeziku primaocu prilagodile su se dijelom ili potpuno. U novije vrijeme sve su češće riječi koje se javljaju u izvornom obliku, kojem se po potrebi dodaju hrvatski afiksi (pseudoanglicizmi). Takve su riječi, primjerice, *chat*, *freelancer* i *e-mail*, a kako bismo ih razlučili od anglicizama u ovome istraživanju koristit će se naziv "engleske riječi". S takvim se riječima susrećemo svakodnevno - u razgovoru, medijima, na društvenim mrežama. S obzirom na to da ne postoje podaci o učestalosti engleskih riječi u hrvatskome jeziku, te su stoga otežana daljnja istraživanja kojima bi se stekao bolji uvid u njihovu uporabu, oblike, obradu i slično, potrebno je izraditi bazu engleskih riječi u hrvatskome i njihove učestalosti. S obzirom na to da trenutno niti jedan dostupan računalno-jezikoslovni alat ne nudi mogućnost automatskog pronalaženja engleskih riječi u hrvatskome jeziku, cilj ovoga istraživanja jest analizirati postojeće računalno-jezikoslovne alate i resurse u nastojanju da se pronađe optimalan način za ekstrakciju engleskih riječi. Pritom će se posebno razmotriti problemi poput činjenice da se mnogi alati ne ažuriraju redovito, da ne omogućuju generiranje isključivo engleskih riječi, već samo stranih riječi, kao i problem višezačnosti (npr. riječ *distanca* u genitivnom obliku prepoznaje se kao strana riječ). Ovo istraživanje pružit će bolji uvid u mogućnosti dostupnih računalno-jezikoslovnih alata u ekstrakciji riječi, postojećih problema te mogućih rješenja koja bi omogućila izradu baze engleskih riječi u hrvatskome s frekvencijama.

Finding English words in Croatian: an analysis of corpus linguistics tools

English is the *lingua franca* of the modern era and has become a dominant donor language. It is considered that most loanwords in Croatian originate from English. The influence of English is pronounced in almost all registers and at all linguistic levels, especially the lexical. Words borrowed from English are termed anglicisms. These are the words that have either to some degree or fully adapted to the receptor language. Recently, more and more words appear in their original (English) base form to which Croatian affixes can be added (e.g. *chat*, *freelancer*, *e-mail*, etc.). These are termed pseudo-anglicisms. To differentiate the latter from the former (i.e. pseudo-anglicisms from anglicisms), they will be referred to in this paper as *English words*. We encounter them in daily discourse – in conversation, the media and social networking sites. As there is of yet no data on the frequency of English words in Croatian and therefore further research to better understand these words, how they are used and processed is not possible, it is necessary to compile a list of English words in Croatian with their frequencies. Given that no currently available corpus linguistics tool offers automatic extraction of English words in Croatian, the aim of this paper is to analyze existing corpus linguistic tools and resources so as to determine the optimal method for the extraction of English words in Croatian. Issues such as the fact that many tools and resources are not updated regularly, that they do not enable extraction of English words but foreign words only, as well as the problem of polysemy (e.g. the Croatian word *distanca* in its genitive form is recognized as a foreign word) will be considered. This research will allow us to gain better insight into existing corpus linguistics tools for automatic word extraction, to identify and overcome existing problems, and finally, to compile a database of English words in Croatian and their frequencies.

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Korpusno istraživanje dvosložnih i višesložnih imenica s dvostrukom množinskom paradigmom

Jedna od zanimljivih pojava u hrvatskoj deklinaciji jest i ostvarenje dvaju oblika množine nekih jednosložnih i dvosložnih imenica muškoga roda. U gramatici se to obično naziva dugom odnosno kratkom množinom, pri čemu prvu obilježava umetanje proširka (-ov/-ev-) ispred množinskoga završetka. Većina hrvatskih imenica ima bilo jedan bilo drugi množinski oblik, ali postoji stanovita količina imenica s dvostrukom množinskom paradigmom, koje čine jednu od kategorija morfološke dubletnosti u hrvatskome (Bošnjak Botica i dr. 2019). Dosadašnjim se gramatičkim opisima te pojave, osim nastojanja da se takve imenice popisu (usp. Samadržija 1987) i razvrstaju (npr. Babić i dr. 2007), nije došlo do pravila po kojem imenice biraju jednu ili drugu paradigmu.

U ovom radu istražujemo osamnaest dubletnih dvosložnih i višesložnih imenica kod kojih se ne očituje izrazita značenjska ili stilска razlika s obzirom na upotrebu jednoga ili drugoga oblika množine. Na osnovi proučene građe od 60-ak imenica odabранo je po šest imenica iz sljedećih triju skupina: šest imenica s nepostojanim a (*bljesak, jarac, pijetao, pladanj, pljusak, zamak*), šest imenica s kratkosilaznim naglaskom na prvom slogu i dužinom na drugom slogu (*galeb, korijen, pauk, pojas, prsten, slučaj*) te šest složenica (*dvobroj, dvored, polukat, stereotip, suhozid, velegrad*). Za razliku od dvosložnih i višesložnih imenica, među dubletnim paradigmama jednosložnih imenica u suvremenom se standardnom jeziku redovito očituje stilска (*vukovi, vuci*), a katkad i značenjska razlika (*satovi, sati*) te one stoga nisu obuhvaćene ovim istraživanjem.

Istraživanje je dio izrade *Baza hrvatskih morfoloških dubleta* (*DvojBa*). U njemu se utvrđuje status odabranih imenica u gramatičkim priručnicima i rječnicima u usporedbi s potvrdoma iz dvaju korpusa (mrežni korpus *hrWac* i *Hrvatski jezični korpus*). Preliminarni rezultati pretrage u korpusu *hrWac* pokazuju da se ponašanje imenica iz odabranoga uzorka ne može opisati strogim pravilom. Primjerice, korpusni podatci pokazuju da imenice prve skupine (npr. *bljesak, pijetao*) izrazito preferiraju duge množinske oblike te se u tom smislu ponašaju kao jednosložne imenice. Imenice iz ostalih dviju skupina mnogo su heterogenije. Primjerice, dok neke imenice (npr. *korijen, dvobroj*) izrazito preferiraju kratke oblike, druge pokazuju u većoj ili manjoj mjeri sklonost dugim oblicima (*galeb, pauk, polukat, velegrad*). Cilj je istraživanja što preciznije formulirati preferencije izdvojenih imenica te vidjeti koje im je uporište.

A corpus analysis of Croatian disyllabic and polysyllabic nouns with double plural paradigms

In Croatian, one of the general rules of the formation of plurals states that one-syllable masculine nouns are formed by adding the “plural extension” suffix -ov-/ev- before plural case endings (*stol* ‘table, desk’, nom. pl. *stol-ov-i*). The plural extension suffix is absent with disyllabic and polysyllabic nouns (*prozor* ‘window’, nom. pl. *prozor-i*). However, a certain number of disyllabic and polysyllabic nouns allows both the extended and the non-extended plural forms (*slučaj* ‘case’, nom. pl. *slučaj-i* or *slučaj-ev-i*). The existence of such nouns is well documented (Samadržija 1987; Babić et al. 2007), but their exact preferences in the choice of the paradigm are not sufficiently understood.

This paper focuses on disyllabic and polysyllabic nouns with double plural paradigms. It includes a sample of 18 nouns. These nouns belong to three distinct subgroups, and each subgroup is represented by six nouns. The first group is composed of disyllabic nouns with a/zero alternation (e.g. *zamak* ‘castle’), the second of disyllabic nouns with the short falling accent (e.g. *galeb* ‘seagull’), and the third of compounds whose second element is a monosyllabic noun (e.g. *velegrad* ‘metropolis’).

The present investigation is part of the *Database of Croatian Morphological Doublets* (*DvojBa*) project (Bošnjak Botica et al. 2019). It compares the information regarding these nouns provided by grammars and dictionaries with the findings from two corpora of Croatian (the *hrWac* web corpus and *The Riznica Croatian Language Corpus*). The preliminary findings from the *hrWac* web corpus demonstrate a lack of a rule that would encompass all nouns. Thus, disyllabic nouns with a/zero alternation strongly prefer extended plurals, in which case they pattern with monosyllabic nouns. The other two groups are more heterogeneous with respect to their preferences. Some nouns strongly prefer non-extended plurals, whereas others prefer extended forms to varying degrees. Accordingly, the goal of this investigation is to uncover the preferences of individual nouns and where possible, to provide explanations for these preferences.

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Deiktičnost zamjenice *tolik*, priloga *toliko* i interrogativa *kolik-koliko*

Zamjenice imaju važnu ulogu među jezičnim sredstvima pomoću kojih se uspostavlja željena fokusna točka susreta/preklapanja/podudaranja govornikove i sugovornikove pozornosti, tj. pomoću kojih govornik obavešće sugovornika o usmjeravanju pozornosti (Diessel 1999, 2003). Inventar zamjenica razlikuje se od jezika do jezika (Diessel 1999), pri čemu neki jezici poznaju samo one za izražavanje mjesnoga značenja, drugi uz mjesne zamjenice imaju i one za označavanje stupnja blizine objekta, a postoje i jezici, kao što je hrvatski, koji raspolažu vrlo razgranatim sustavom zamjenica i njihovih značenja. Diessel (2003) ističe da zamjenice i upitne riječi (u novijoj hrvatskoj gramatičkoj terminologiji potonje su nazivane "upitnim zamjenicama" i "upitno-odnosne zamjenice") imaju određena zajednička obilježja, ponajprije kad je riječ o pragmatičkoj ulozi zahtijevanja informacije o čemu. U ovome radu razmatramo zamjenice koje se u hrvatskome jeziku rabe za značenje količine. Analiziramo pritom posebno značenjska svojstva zamjenica „kolik“ i „koliko“. Upitna riječ „kolik“ za pokazna značenja izražena pomoću zamjenica „ovolik“, „tolik“ i „onolik“, a koja se odnose na veličinu, tj. kvantitetu objekta kontrastiraju se prema zamjeničkom prilogu „koliko“, koji se osim na količinu objekta odnosi i na trajanje aktivnosti (u značenju 'koliko mnogo', 'koliko dugo'). Njihov se odnos objašnjava pomoću razgraničavanja svojstava „kvantitete“ i „stupnja“ na temelju obrazloženja razlike između struktura kao što su: „koliko stablo“ (stupanj svojstva visine) i „kolika stabla“ (stupanj svojstva visine ili količina, brojnost?) te „koliko stabala“ (količina). Kako je riječ o deiktičkim sredstvima, osnosno deiktičnost je svojstvo koje bitno obilježava zamjenice kao gramatičku kategoriju, analizira se i zastupljenost uporabe spomenutih deiktičkih riječi za značenje "kvanitete" i "stupnja" na temelju korpusa internetskih tekstova na domeni .hr HrWac.

Deicticity of the pronoun *tolik*, adverb *toliko* and interrogatives *kolik-koliko*

Pronouns are known as language tools that help establish a focal point of shared attention between the speaker and addressee. In other words, they help the speaker to direct the addressee's attention (Diessel 1999, 2003). The set of pronouns differs from language to language (Diessel, 1999), with some languages using only pronouns for locational meanings, and other languages having tools for expressing also distance or other systems still, as is the case of Croatian. Diessel (2003) has pointed out that pronouns and questions words (named in contemporary Croatian grammars as 'interrogative pronouns' or 'interrogative-relative pronouns') exhibit a set of pragmatic features, first and foremost those related to their inherent requirement regarding some contextual information. In this paper we analyse a set of pronouns in Croatian ('kolik' and 'koliko'), and contrast these with the interrogatives that have the same lexical form. We observe a dichotomy between the 'amount' and 'duration' senses and try to relate it to a frequency analysis carried out on the HrWac corpus. Given that the lexical items under scrutiny fall within the category of deictic terms, we try to interpret our results to a general linguistic theory of deixis.

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Snježana Bralić

Sveučilište u Splitu

Talijanski jezik digitalnog doba

Ovaj rad proučava upotrebu talijanskog digitalnog jezika o kojemu se najčešće govorи u negativnom smislu. Uzimajući u obzir da internetska komunikacija zauzima važno mjesto u životu suvremenoga čovjeka, proučavanje obilježja digitalnog jezika predmetom je brojnih istraživanja. Za rođene u digitalnom dobu (tal. *nativi digitali*) digitalno je postalo norma u toj mjeri da je teško zamisliti život bez multimedijalne interakcije putem suvremenih sredstava komunikacije. Digitalni tekst razlikuje se od tradicionalnog pisanih teksta, a brzim zastarjevanjem novih medija mijenjaju se i navike korisnika digitalnog jezika. S obzirom da vrste i obilježja internetske komunikacije nisu ujednačeni, u radu se oslanjam na podjelu kakvu predlaže Mirko Tavosanis u svojoj knjizi *L'italiano del web* (2011), razaznajući nekoliko tipičnih situacija koje imaju različita obilježja (web stranice, blogovi, forumi, društvene mreže). Talijanski jezik koji je stoljećima postojao isključivo u svom pisanim obliku, da bi tijekom proteklih sedamdesetak godina, u velikoj mjeri zahvaljujući televiziji, ostvario i potpunu govornu upotrebu, danas se nalazi u novoj revolucionarnoj etapi razvoja u kojoj se pisanim digitalnim jezikom u svojoj svakodnevni služi većina Talijana (Serianini 2019). Na taj je način digitalno doba obilježilo povratak talijanskog pisanim jeziku. Međutim, jezik foruma i društvenih mreža neformalni je jezik (tal. *e-italiano*), sasvim različit od dosadašnjeg, naglašeno formalnog, pisanim talijanskog jezika (Antonelli 2017). Cilj ovog rada je istražiti i proučiti jezična obilježja talijanskog jezika u internetskoj komunikaciji na tvorbenoj i leksičkoj razini. Pri tom se pod nazivom internetska komunikacija podrazumijeva jezik blogova, foruma i društvenih mreža pisanih na talijanskom jeziku tijekom posljednje tri godine, od početka 2017. do kraja 2019. Analizom korpusa, sukladno tradicionalnoj raščlambi, utvrđuju se tvorbeni postupci kojima nastaju inovativni leksemi i oblici koji se udaljuju od norme i zaobilaze je. Zbog izrazite slobode koju pruža neformalno okruženje očekuju se inovacije u smislu leksičkih i semantičkih pomaka u nastanku neuobičajenih tvorenica, kratica i pomodnih izraza. Postavlja se pitanje je li sve ono što se u jeziku udaljuje od tvorbene norme pogrešno ili, naprotiv, pokazuje stabilnost i sposobnost jezika da se prilagodi novim medijima, a time i novim uvjetima.

The Italian language in the digital age

This paper examines the use of Italian digital language, which is often evaluated in negative terms. Considering the fact that internet communication occupies an important place in the life of modern man, the study of the features of digital language has been the subject of much research. For those born in the digital age (it. *nativi digitali*), digital has become the norm to the extent that it is difficult to imagine life without multimedia interaction through modern means of communication. Digital text is different from traditional written text and the rapid obsolescence of new media is changing the habits of digital language users. Bearing in mind that types and characteristics of Internet communication are not universally accepted, the paper relies on the classification proposed by Mirko Tavosanis in his book *L'italiano del web* (2011), distinguishing several typical situations that have different characteristics (websites, blogs, forums, social network). Italian, which has existed exclusively in the traditional written form for centuries, and has received full spoken use in the last seventy years (largely thanks to television), faces today a new revolutionary phase of development in which the majority of Italians in everyday life use written digital language (Serianini 2019). In this way, the digital age marked a return to the Italian written language. However, the language of forums and social networks is an informal language (*e-Italian*), quite different from the former, exceptionally formal, written Italian (Antonelli 2017). The aim of this paper is to study and explain the linguistic features of the Italian language in Internet communication at two levels - word formation and lexis. The focus is on the language of blogs, forums, and social networks written in Italian over the last three years, from the beginning of 2017 to the end of 2019. The analysis of the corpus, in accordance with the traditional analysis, determines the word formation procedures for the creation of innovative lexemes and forms, that move away from the norm by bypassing it. Due to the extreme freedom that the informal environment offers, innovations are expected in terms of lexical and semantic shifts in the creation of unusual neologisms, abbreviations, and trendy expressions. The question is whether everything that deviates from the word formation norms in the language is wrong or if, on the contrary, demonstrates the stability and ability of the language to adapt to new media and thus new conditions.

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Sanja Brbora

Sveučilište u Splitu

Puno zbrke ni za što: o hrvatskom knjižničarskom nazivlju u administrativnom diskursu

Standardizirano nazivlje određene struke, usustavljeno zajedničkim naporima predmetnih stručnjaka i jezikoslovaca, sastavnim je dijelom standardnoga jezika. Nazivlje se temelji na pojmovnom sustavu određene struke, a nastaje iz komunikacijske potrebe. S druge strane, upravo administrativni tekstovi trebali bi poštivati standardnojezične norme. U teoriji je sve logično, jasno i neprijeporno. Međutim, praksa je katkad proturječna. U praksi ni nazivlje nije posve standardizirano.

Ovaj se rad fokusira na hrvatsko knjižničarsko nazivlje u administrativnom diskursu (u zakonima o knjižnicama i knjižničnoj djelatnosti, knjižničnim standardima, statutima, pravilnicima i sl.), uspoređujući ga s preporučenim nazivima unesenim u Struninu terminološku bazu u sklopu aktualnog projekta Hrvatsko knjižničarsko nazivlje Biblion. Naime, u Biblionu su kao preporučeni nazivi predloženi oni koji su bolje uskladeni s terminološkim načelima (ponajprije se vodilo računa o usklađenosti sa standardnojezičnim sustavom i proširenosti u struci).

Iz korpusa administrativnih tekstova izdvojeni su „prijeponi“ nazivi, potom su analizirani, jezično i pojmovno, te uspoređeni s istovrijednicama u drugim europskim jezicima, a pokušalo se rekonstruirati i vrijeme njihova pojavljivanja. Pokazalo se da se ti nazivi, koji katkad odudaraju od temeljnih terminoloških načela, vrlo nepomišljeno šire, što bi moglo utjecati i na promjene u pojmovnoj strukturi struke i/ili na knjižničarski diskurs. Brzinu širenja unutar administrativnog diskursa djelomično je moguće objasniti činjenicom da propisi nižeg reda moraju biti uskladjeni s onima višega reda.

Posebno je pitanje u kojoj je mjeri nazivlje iz administrativnih tekstova stvarno utjecalo na strukovni jezik. Na temelju izdvojenih dvojbenih naziva i onih preporučenih u sklopu projekta Biblion, sastavljen je anketni upitnik namijenjen pripadnicima knjižničarske zajednice. Osnovni je cilj bilo provjeriti jesu li administrativne terminološke „novacije“ doista zahvatile knjižničarski pojmovni sustav (ili je ipak riječ o „prepisivanju“) te utvrditi koje nazive („administrativne“ ili „preporučene“) knjižničarska zajednica smatra boljima.

Rezultati bi mogli pridonijeti procesu planiranja knjižničarskog nazivlja. Konačno, da bi se naziv stvarno proširio i ukorijenio, potrebna je njegova prihvatanost u zajednici.

Much confusion about nothing: on croatian library terminology in administrative discourse

Standardized terminology of a particular profession which is systematized through subject specialists' and linguists' joint efforts is an integral part of the standard language. Terminology is based on a conceptual system of a particular profession and it arises out of the need for communication. On the other hand, administrative texts should follow standard language norms. In theory, everything is logical, clear and indisputable. However, the reality is sometimes contrary to the theory. In reality, not even terminology is completely standardized.

This paper focuses on Croatian library terminology in administrative discourse (found in documents such as laws on libraries and librarianship, library standards, statutes, ordinances, etc.) and compares it with the recommended terminology in Struna terminology database during the ongoing Croatian Library Terminology project - Biblion. This project recommends terms which are best aligned with terminological principles (compliance with the standard language system and the acceptance by the profession was primarily taken into account).

„Disputable“ terms were extracted from the corpus of administrative texts and linguistically as well as conceptually analyzed and compared with their equivalents in other European languages. Furthermore, attempts were made to reconstruct the time of their occurrence in texts. The research shows that these terms, which were sometimes at odds with basic terminological principles, are very thoughtlessly spread, which could also affect changes in the conceptual structure of the profession and / or library discourse. The rate of spreading within the administrative discourse can be partly explained by the fact that lower-order regulations must be in line with those of the higher-order ones.

A separate issue is an extent to which vocabulary used in administrative texts has actually influenced the professional language. Based on the identified disputable terms and terms recommended under the Biblion project a questionnaire was designed for members of the library community. The main objective was to examine whether administrative terminological “innovations” truly captured the library terminology system (or were the terms merely “copied?”) and to identify which terms (“administrative” or “recommended”) the library community considered better. These results could contribute to the library terminology planning process. And finally, for the term to really spread and take root it needs to be accepted by the community.

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Sara Brodaric Šegvić, Magdalena Nigoević, Darko Hren

Sveučilište u Splitu

Incidental English and Italian language acquisition of Croatian high school students

The present small-scale study was a part of a larger research project conducted in 2018/2019 in secondary schools located within the city of Split's urban area. The aim of the study was to investigate the attitudes and behaviours of Croatian high school students related to their incidental acquisition of the English and Italian language. The specific objectives were: to assess the frequency of students' engagement in media-related activities that involve the use of English/Italian in informal contexts; to identify the representation of different fields of interest (sports, music, fashion, cuisine etc.) that students most frequently search for on the Internet in English/Italian language; to examine the students' attitudes towards viewing English/Italian movies; to identify the media (music, film, video games, social networks, websites) and social situations students consider most responsible for incidental English/Italian acquisition. Data was collected using a questionnaire specifically developed for the purpose of this research. The sample consisted of 146 students enrolled in a secondary vocational school for Tourism Management and Hospitality. Half of the students filled in the questionnaire related to the incidental acquisition of English, and the other half for Italian. The results were observed separately for each language and then compared in each aspect to the given research questions. English-language media were the most influential, particularly film, followed by music and social networks, while Italian-language media did not have an effect on students' knowledge of the Italian language. However, a number of students reported that their vocabulary somewhat developed with the help of Italian movies, as well as by travelling to nearby Italy and talking to family and friends, most probably in the Italian-influenced Dalmatian dialect. Even though historically the Italian language has had a strong influence over the local speech of the city of Split, nowadays the English language seems to have taken over due to its presence in the media. Italian can therefore continue to be considered a foreign language while, on the other hand English, given its omnipresence in the life of Croatian teenagers, can now be viewed as a second language, partially acquired through natural, unconscious process.

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Consumer texts in complex contexts: The relationship between contextual and extratextual factors and the effective use of plain language

Although a lot of research has been conducted on plain language principles, there is still a void in research on the successful application of plain language. One aspect that has not received sufficient attention is the fact that using plain language does not always result in a better document. My study is an effort to establish whether non-textual factors compromise plain language application, and if it is the case, to get a deeper understanding of it. My research specifically studies the relationship between different contexts and extratextual factors and the effective use of plain language. The effective use of plain language is operationalised for the purpose of this study by measuring the usability, comprehensibility and experience of readers of plain language documents. In my research, extratextual factors specifically refer to factors related to the respondents of documents, namely their education, economic class, home language, variety of Afrikaans and involvement in the document. Contextual factors refer to the factors of a professional environment in which particular forms of knowledge are involved. The contexts that will be looked at are the financial, medical and legal contexts. The theoretical foundation of my study is based on psycholinguistics, sociolinguistics and intercultural communication and provides the interpretative framework for the findings. The empirical research will be undertaken with existing documents that will be tested with respondents. For each document in the three contexts, a questionnaire will be used to test the above elements. My research design is survey-based research, as a large sample will be used to determine respondents' experiences with the different documents and the relationship between different variables. The questionnaire will test the following measurable elements: understandability and usability. The questionnaire will also record respondents' experiences. The outcomes of my study will make a contribution that may influence the use of plain language in future. On a contextual level, the findings of the study will be used to adapt plain language documents in the medical, financial and legal contexts according to the factors that give the best results in those contexts. As most modern societies are heterogeneous, it is important to know which extratextual factors contribute to comprehensibility, usability and experience. This allows plain language documents to be customised to the intended audience's personal characteristics.

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Rebecca Charry Roje

Sveučilište u Dubrovniku

English as a lingua franca in digital business: Personal positioning in Airbnb text messages

The related phenomena of the rise of English as a global lingua franca and the emergence of new forms of writing on social media and other digital contexts are perhaps the most dynamic trends in linguistics today, dramatically reshaping the ways that people around the world communicate in writing.

Well known researchers such as David Crystal and Gretchen McCullough have explored the rise of new types of informal online communication, a genre somewhere between formal writing and spoken language. In this context, traditional prescriptive writing conventions have become less important than effective communication and personal expression.

Within the literature on this topic, however, less attention has been paid to the digital texting habits of nonnative speakers using English, particularly in business situations that depend on English as a lingua franca to build the trust and personal rapport that are essential for business success.

This paper seeks to address this gap by analyzing a corpus of messages written in English by guests of various linguistic backgrounds as they inquire about private accommodation booking on Airbnb. This investigation of writers' positioning strategies builds upon the work of Phillippe Millot (2017) whose research on BELF email messages explored strategies which either emphasize or obscure the writer's personal presence in the conversation.

The analysis seeks to establish the relationship, if any, between the writer's level of inclusiveness (discursive moves intended to establish personal voice and acknowledge the presence of the reader) and the following independent variables: age, gender, country/region of origin, and relative English proficiency as measured by L2 markers. Particular attention is paid to politeness strategies, typography, and use of personal voice.

Results suggest that personal voice and relationship-building moves may in fact be unrelated to linguistic background or technical English proficiency, but rather are more closely tied to other factors such as age, gender, or culture. This finding has important implications for teaching business English in ways that emphasize rapport building and personal relationships.

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Lidija Cvikić

Sveučilište u Zagrebu

Imenuj more naše domovine. – Interpersonalni metadiskurs u udžbenicima Prirode i društva

Ljudsko se znanje jezikom oblikuje, stječe, prenosi i procjenjuje (Beacco et al 2010, Di Cerbo et al 2014), pa je za učenje ključna visoka razina poznavanja jezika na kojem se učenje odvija. Za to je potrebno poznavanje općega jezika, stručnih termina te funkcionalnoga stila kojim se služi u određenome predmetu, a glavni je izvor toga specifičnoga jezičnoga znanja i unosa - udžbenik. Stoga su istraživanja udžbeničkih tekstova važna tema primijenjene lingvistike: od istraživanja njihovih općih jezičnih obilježja (Schleppegrel 2018, 2009, 2004) do obilježja tekstova iz pojedinih područja (Short 1994, Di Cerbo, Anstrom i Rivera 2013, Bailey, Butler, Stevens i sur. 2007). Temeljni je cilj udžbenika prenijeti znanje na pedagoški primijeren način pa Hyland (2000:107) navodi da je udžbenik tekst sjecište dviju vrsta diskursa: obrazovnoga diskursa i diskursa pojedinoga znanstvenoga područja. Stoga je izrazito važno obilježje udžbeničkoga teksta mogućnost uspostavljanja komunikacije između autora i čitatelja. Prezentiranje autora u tekstu, uključivanje čitatelja u komunikaciju, odnosno ideja da komunikacija „uključuje osobnosti, stavove i pretpostavke onih koji komuniciraju“ (Hyland 2005: 3), temeljne su odlike metadiskursa. Iako iznimno heterogena kategorija, Hyland (2020, 2009) razlikuje tekstnu i interpersonalnu dimenziju metadiskursa. U ovome se radu istražuje interpersonalni metadiskurs u udžbenicima za nastavni predmet Priroda i društvo (1.- 4. r. OŠ). Taj nastavni predmet objedinjuje sadržaje više različitih znanstvenih područja (biologija, geografija, povijest) koji se međusobno razlikuju jezičnim obilježjima (Schleppegrel 2018, 2004) te jačinom dokaza za tvrdnje i spoznaje koje donose (Simon-Vandenberen i Aijmer, 2007). Stoga se u istraživanju polazi od pretpostavke da će se zastupljenost potkategorija interpersonalnoga metadiskursa razlikovati s obzirom na dob učenika kojima je tekst namijenjen, kao i na uže znanstveno područje kojemu tekst pripada. S ciljem ispitivanja hipoteze provest će se kvalitativna analiza cjelevitih tekstova dvaju udžbeničkih kompleta pomoću alata Nvivo 11. U analizi će se primijeniti Hylandova (1999) klasifikacija interpersonalne metadiskurne razine. Budući da ne postoje slična istraživanja za hrvatski jezik, posebna će se pozornost posvetiti istraživanju lingvističkih sredstava kojima se u udžbeničkim tekstovima ostvaruju interpersonalna metadiskursna obilježja (uporaba zamjenica, imperativa, posvojih pridjeva).

Name the Sea of Our Homeland. – Interpersonal metadiscourse in textbooks for school subject Nature and Society

Human knowledge is formed, acquired, transferred and assessed through language (Beacco et al. 2010, Di Cerbo et al. 2014), which is why studying requires high level proficiency and knowledge of the language of schooling. This implies knowledge of the common language, alongside the terminology, style and genre used in a specific school subject. The main source of that specific language knowledge and input is – the textbook. Therefore, textbook discourse has been an important research topic in applied linguistics: from studies of general linguistic features of textbook discourse (Schleppegrel 2018, 2009, 2004) to studies of the features of texts belonging to a specific field (Short 1994, Di Cerbo, Anstrom & Rivera 2013, Bailey, Butler, Stevens et al. 2007). The main purpose of a textbook is knowledge transfer in a pedagogically appropriate way. Hyland (2000: 107) claims that a textbook is an intersection of two types of discourse: educational and disciplinary. For that reason, an important feature of the textbook discourse is the possibility to establish a communication between the author and the reader. The author's presence in the text, readers inclusion into communication, i.e. the idea that communication "involves the personalities, attitudes and assumptions of those who are communicating" (Hyland 2005: 3), these are the main characteristics of metadiscourse. Although being a heterogeneous category, Hyland (2020, 2009) differentiates text and interpersonal metadiscourse. This paper investigates interpersonal metadiscourse in textbooks for school subject Nature and Society (1st to 4th grade of primary school). The subject encompasses content of various fields (e.g. Biology, Geography, History) which differ in their general language features (Schleppegrel 2018, 2004) and in the strength of evidence for the facts and claims they present (Simon-Vandenberen & Aijmer, 2007). Therefore, the main hypothesis is that the representation of various categories of interpersonal metadiscourse in text will differ based on the age of target readers and on the scientific field to which the text belongs. In order to test hypothesis, using qualitative methodology, two sets of textbooks will be analyzed using the program Nvivo 11. For the analysis the Hyland's classification (1999) of interpersonal metadiscourse will be applied. Since there is no similar research conducted for the Croatian language, a special emphasis will be given to analysis of linguistic features that are used to express interpersonal metadiscourse, such as: usage of pronouns, imperative, possessives, etc.

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Mateja Čuljak

Gimnazija Matije Mesića, Slavonski Brod

Memetička teorija kroz okvir *Priča iz davnine*

Rad će se baviti istraživanjem memetičke teorije na korpusu *Priča iz davnine* (1916.) Ivane Brlić-Mažuranić čija je osnovna ideja analizirati mem kao jezičnu i kulturnu jedinicu. Termin mema prvi je uveo Richard Dawkins u knjizi *Sebični gen* (1977.) kako bi objasnio širenje ideje i kulturnih fenomena u kontekstu evolucije. Mem tako, u tumačenjima američkog stručnjaka bajki Jacka Zipesa, postaje označitelj ideje koja se širi od osobe do osobe unutar neke kulture te djeluje kao jedinica za prijenos kulturnih ideja koje se mogu prenositi od jednog do drugog uma pisanjem, govorom, gestama, ritualima itd. Nalazeći interes u ovim idejama, Zipes u knjizi *Why Fairy Tales Stick: The Evolution and Relevance of a Genre* (2006.) primjenjuje spomenutu teoriju na istraživanje i promatranje evolucije (usmenih) bajki te njezino zadržavanje u ljudskom pamćenju.

Ako jezik „evoluira“ negenetskim putem, odnosno prijenosom i širenjem kulture, onda nam je u ovom kontekstu važno otkriti ulogu mema. Promotrimo li ga kao jezičnu jedinicu koja se kroz vrijeme prenosi od osobe do osobe, od uma do uma, važno je istražiti kako, zašto i u koliko se mjeri određeni mem zadržao. Dakle, problematika ovoga rada bavit će se pitanjima karakteristike mema, njegova prijenosa kao jezične jedinice, uvjeti njegova zadržavanja te konačno razloga njegova zadržavanja. Osim toga, promotrit će se i pitanje konteksta vremena kao prolazene dimenzije te u kolikoj mjeri ono utječe na evoluciju i rasprostranjivanje memova. Stoga će analiza navedene problematike biti istražena na korpusu *Priča iz davnine* služeći se pritom Zipesovim istraživanjem u korpusu memetičkog zadržavanja klasičnih, kanoniziranih bajki u ljudskom umu sve do današnjeg vremena.

Zaključno, cilj je rada prikazati analizu održavanja *Priča iz davnine* kao memske cjeline. Proučiti će se problematika zadržavanja bajki, razlog opstanka i razmnožavanja, način prijenosa koji se tiče pisane i govorne riječi, utjecaji i ostalo te na temelju istraženoga prikazati važnost opstanka, prenošenja i zadržavanja mema kao bitnog čimbenika u evoluciji kulture, a istodobno i u evoluciji jezika.

Memetic theory through the frame in *Croatian Tale of Long Ago*

The paper will deal with the study of memetic theory on the corpus of *Croatian Tales of Long Ago* (1916) by Ivana Brlić-Mažuranić. The basic idea is to analyze meme as a linguistic and cultural unit. The term meme was first introduced by Richard Dawkins in the book *Selfish Gene* (1977) in order to explain the spread of ideas and cultural phenomena in the context of evolution. Thus, in the interpretations of the American fairy tale expert Jack Zipes, meme becomes the signifier of an idea that spreads from person to person within a culture and acts as a unit for the transfer of cultural ideas that can be transmitted from one mind to another through writing, speech, gestures, rituals, etc. Finding interest in these ideas, in *Why Fairy Tales Stick: The Evolution and Relevance of a Genre* (2006) Zipes applies this theory to the study and observation of the evolution of (oral) fairy tales and its retention in human memory. If language "evolves" in a non-genetic way that is the transfer and spread of culture, then in this context it is important for us to discover the role of memes. Considering it as a language unit that is passed from person to person, from mind to mind over time, it is important to investigate how, why, and to what extent a particular meme persisted. Therefore, the issues of this paper will address the characteristics of a meme, its transmission as a linguistic unit, the conditions of its retention, and finally, the reason for its retention. In addition, the question of the context of time as a passing dimension will be considered, as well as to what extent it affects the evolution and spread of memes. Therefore, the analysis of these issues will be explored in the corpus of the story from ancient times, using the research of Jack Zipes in the corpus of memetic retention of classic, canonized fairy tales in the human mind to this day. In conclusion, the aim of this paper is to present an analysis of the maintenance of *Croatian Tales of Long Ago* as a memorial entity. The problems of fairy tale retention, the reason for its survival and reproduction, the mode of transmission concerning the written and spoken words, influences and others will be studied. Also, the importance of the survival, transmission and retention of memes as an important factor in the evolution of culture and language will be studied.

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Lia Dragojević

Sveučilište u Dubrovniku

The Importance of Maritime English Terminology at Croatian Maritime Education Institutions – University Level

Croatian maritime education institutions have a long tradition in seafarers' education. Dubrovnik has always had a specific role, due to its tradition, history and geography. In 2019 it was celebrated the centennial of the scientific journal "Naše more" and the 60th anniversary of university level education of seafarers in Dubrovnik. It is interesting to see what was the language of education of our seafarers over hundred year long period. The research into the syllabus of academic year 2019/20 of Maritime Department of the University of Dubrovnik – Nautical Studies has revealed that the obligatory university subjects usually require the literature which has been published in English. That fact reflects the international nature of seafaring profession, as well as the importance of knowledge of Maritime English terminology. The research among the students of the first and second year of Nautical Department also has shown that the level of the knowledge of English language terminology is satisfactory and that the students unambiguously translate the terms into Croatian. Sometimes, they tend to use anglicisms, instead of standard Croatian translation equivalents, because it is easier for them to understand, rather than to use colloquial expressions of their region of origin (Korčula, Mljet, Pelješac, Šipan, Konavle, Mokošica, Lopud, Latovo, etc.) Thus, we have arrived to the conclusion, that the working language of the maritime industry, i.e. English, has become also the language of the education at maritime institution of the Republic of Croatia. Students in some cases better understand English than their own mother tongue – Croatian and they are at the same time highly motivated to learn it even better.

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Branka Drlića Margić, Irena Vodopija-Krstanović

Sveučilište u Rijeci, Filozofski fakultet

Improving English in English-medium instruction: The crux of the matter

Today's internationalisation of European higher education is closely interrelated with the growing dominance of English in academia, and English-medium instruction (EMI). Consequently, in the last thirty years, non-English-speaking countries have witnessed a sharp increase in English-taught study programmes offered alongside programmes in national languages (Macaro et al. 2018). Among the reasons why universities are eager to adopt EMI are the pressing need to increase their visibility and competitiveness, boost international collaboration, attract international students and teachers, and enhance language proficiency through language immersion. However, in an attempt to gain a share of the promising international higher education pie, EMI has been frequently introduced hastily, without consideration given to the repercussions of teachers' and students' English language skills on the quality of teaching and learning, teacher status, student motivation, and the attainment of (language) learning outcomes (cf. Author 2017; Bamond Lozano and Strotmann 2015). The issue has grown in importance in light of findings suggesting that students' and teachers' inadequate English skills are a serious barrier to effective EMI (cf. Author 2017). Drawing on theoretical and empirical insights obtained through different research methods – questionnaires, interviews and classroom observation – this paper integrates the findings derived from two academic communities, one of which is involved in EMI, and critically examines English in EMI and the most prevalent language-related challenges. In view of ensuring a better implementation of new English-taught programmes, we also propose quality assurance measures for EMI. They include: a) taking advantage of EMI researchers' knowledge and familiarising stakeholders with the benefits and weaknesses of EMI, b) establishing an explicit language policy and developing evaluation benchmarks for EMI, c) monitoring EMI in practice and identifying problems that require action, d) offering language support based on the findings gleaned from research, e) pretesting student and teacher (academic) language competences, and f) sharing best practices, experiences, concerns and solutions to problems. If these measures are to be effective and drive improvement, they should be taken prior to the introduction of EMI, but remain subject to further development and adaptation to give full potential to EMI.

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Josip Galić

Sveučilište u Zadru

„Obezglavljenе“ odnosne rečenice u hrvatskoglagoljskim neliturgijskim zbornicima

“Obezglavljenе” ili “slobodne” odnosne rečenice jesu odnosne rečenice koje nemaju leksički izraženoga antecedenta (npr. Što Bog združi, čovjek neka ne rastavlja.). U izlaganju će se u okvirima minimalističkoga i kartografskoga istraživačkog programa analizirati sintaktičke osobitosti “obezglavljenih” odnosnih rečenica u hrvatskoglagoljskim neliturgijskim zbornicima nastalim od konca 14. stoljeća do početka 17. stoljeća. Riječ je o kodeksima ispisanim idiomom u kojem se u različitim omjerima i u ovisnosti o različitim čimbenicima (kao što su starost kodeksa, vrsta predloška s kojega je tekst prepisan, priroda teksta, obrazovanje i stav pisara i sl.) miješaju hrvatski crkvenoslavenski i (pretežno) čakavski elementi. “Obezglavljenе” su odnosne rečenice u okvirima generativne gramatike razmijerno često bile predmet istraživačkoga interesa. Načelno se može reći da su dosadašnja istraživanja rezultirala dvama tipovima analiza njihove unutarnje strukturiranosti. Dio istraživača smatra da je odnosna zamjenica, tj. wh-skupina glava “obezglavljenе” odnosne rečenice (tzv. pretpostavka glave) (Bresnan i Grimshaw 1978), dok druga i, čini se, brojnija skupina istraživača tvrdi da se wh-skupina nalazi na položaju specifikatora projekcije CP (“obezglavljenе”) odnosne rečenice (tzv. COMP-pretpostavka) (Groos i Van Riemsdijk 1981). U izlaganju će se pokušati iznijeti argumenti za COMP-analizu “obezglavljenih” odnosnih rečenica u neliturgijskim zbornicima. Na ekscerpiranoj će se građi također razmotriti pretpostavka Guglielma Cinquea (2013) da su stvarne glave “obezglavljenih” odnosnih rečenica (leksički neizražene) funkcionalne imenice povezane s odgovarajućim wh-skupinama (npr. STVAR sa što, ČOVJEK s tko i sl.). Osobita se pozornost u generativnim istraživanjima poklanja tzv. podudarnosnim učincima u “obezglavljenim” odnosnim rečenicama. U nekim jezicima, naime, wh-skupine moraju zadovoljiti kategorijalne i padežne zahtjeve predikata i korijenske i umetnute (odnosne) rečenice, dok u drugima barem u nekim kontekstima to nije nužno. U izlaganju će se pokazati da “obezglavljenе” odnosne rečenice u hrvatskoglagoljskim neliturgijskim zbornicima ne moraju uvijek pokazivati padežno podudaranje te će se pokušati utvrditi uvjeti u kojima je nepodudaranje moguće.

“Headless” relative clauses in Croatian Glagolitic non-liturgical miscellanies

“Headless” or “free” relative clauses are relative clauses which do not have a lexically expressed antecedent (e.g. What God has joined together, let no man put asunder.). In this presentation, syntactic features of “headless” relative clauses in Croatian Glagolitic non-liturgical miscellanies written from the end of the 14th until the beginning of 17th century will be analysed within a Minimalist and Cartographic framework. These codices are written in an idiom in which Croatian Church Slavonic and (predominantly) Čakavian features are mixed in different proportions and depending on various factors (e.g. the age of the codex, the type of the template from which the text is transcribed, the nature of the text, the education and the attitude of the writer etc.). “Headless” relatives have relatively often been the subject of research interest within the framework of generative grammar. Generally, two lines of analysis of the internal structure of “headless” relatives can be identified in previous generative researches. Some researchers consider the relative pronoun, i.e. wh-phrase to be the head of “headless” relatives (so called Head Hypothesis) (Bresnan and Grimshaw 1978), while another and more numerous group of researchers claim that the wh-phrase occupies the specifier position of the CP of the (“headless”) relatives (so called COMP Hypothesis) (Groos i Van Riemsdijk 1981). In the presentation, an attempt will be made to present arguments for the COMP analysis of “headless” relatives in Croatian Glagolitic non-liturgical miscellanies. Also considered are Guglielmo Cinque’s (2013) assumption that the heads of “headless” relatives are (silent) functional nouns associated with appropriate wh-phrases (e.g. THING with what, PERSON with who, etc.). Special attention in generative researches is paid to matching effects in the “headless” relatives. In some languages wh-phrases must satisfy the categorial and case requirements of verbs of both root and embedded (relative) clauses, while in others it is not necessary at least in some contexts. In the presentation, it will be shown that “headless” relatives in Croatian Glagolitic non-liturgical miscellanies do not always have to exhibit case matching, and an attempt will be made to determine the conditions in which non-matching is possible.

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Sergei Gnitiev

University of Pannonia

Language attrition in the speech production within foreign students in Hungary

Bilingual individuals, who are exposed to an environment with a dominant second language tend to become attriters, with a decrease of vocabulary as the most common manifestation. Language attrition is a phenomenon that is not experienced by healthy monolinguals, it is usually an outcome of bi- and multilingualism. Several extralinguistic factors have been identified to have an impact on attrition, such as age, length of residence in foreign environment and frequency of use. The aim of this paper is to present the results of a study which investigated the lexical level of bilingual individuals who live in an L2 environment. The participants of the study were all Russian first language speakers in Hungary and a control group composed of monolingual Russian speakers. All of our partakers are bi-/multilinguals 20-25 years old with the same level of higher education. The method of the study was a questionnaire and two fluency tasks: verbal fluency and elicited spontaneous speech. Social Personal Background questionnaire was retrieved from www.languageattrition.org and adapted for Russian speakers. Spontaneous speech test was conducted with a help of a story - 30 slides with pictures compiled in one PDF. The verbal fluency task was targeted to a concrete semantic category. Extralinguistic factors, for example frequency of exposure and length of residence, were believed to have an impact on our results. The results show that the reduction of vocabulary and fluency, grammatical mistakes and distorted usage of lexemes were present in the bilingual data. However, drastic changes were not noticed due to short length of residence in a foreign country and it is determined that the lexical behaviour found for bilinguals in this paper can be recognized as L1 attrition. All of it confirms the "Activation Threshold Hypothesis" (Paradis, 1993, 2004), as a long-term lack of word-stimulation were not taking place.

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Tanja Gradečak, Nevena Čosić

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Opacity and transparency of metonymic meaning on the example of Brexit

The research describes the creation of the network of metonymic expressions containing the lexeme 'Brexit' in British political discourse with an aim of creating a scale of transparency of conceptual metonymic meaning. Metonymic expressions found in 3 British news portals (The BBC, The Guardian and Sky News) and 3 British tabloid papers (The Sun, Daily Mail and Daily Mirror) in a period starting from the beginning of the discussion after Theresa May resigned as Prime Minister and through time have been quantitatively analyzed using Sketchengine. The results have shown that the frequency of certain metonymic expression in a certain period of time is different with respect to its former use in public discourse with regards to the basic metonymic relation PART-FOR-WHOLE, so that 'Brexit' may refer to the contract itself, the date of the U.K. leaving the EU, the whole process around Brexit etc. The level of intended transparency, i.e. opacity of referential meaning varies depending on the pragmatic functions of metonymies such as its euphemistic character of hiding the truth, making it prettier, avoiding the truth, etc., and all with an aim to manipulate the voters.

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Iva Grubišić Ćurić

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Food for thought: Translating Croatian menus into English

According to data published in 2019 by the Croatian Ministry of Tourism, tourism accounted for more than 19% of Croatia's GDP, which speaks in favour of its status as a nationally important industry. Within the context of tourism, the hospitality industry definitely plays a vital role, and hospitality facilities can be regarded as places where tourists can experience an integral part of the local culture, namely, the cuisine. With regard to the aforementioned, dishes are considered elements of culture, and there are several translation procedures at disposal for translating elements of culture (Ivir 2003): borrowing, definition and paraphrase, literal translation, substitution, lexical creation, addition, omission. The translation of restaurant menus from Croatian into other languages has been subject of research (e.g. Mardešić and Maržić-Sabalić 2019, Begonja 2016), therefore the aim of this paper is to contribute to the discussion, and possibly highlight some additional issues. A corpus of ten menus from different hospitality facilities was compiled for the purposes of this analysis. All the menus were collected within one Croatian town and its vicinity, which enables the study to focus on the different translation solutions for specific regional or even local dishes. Different solutions were identified for the same dish, e.g. the Croatian lexeme paštikada was translated as pašticada, cooked meat in a spiced sauce, beef stew, etc. The solutions also varied across menus, i.e. some translations exhibit more consistent solutions than others. A number of errors at different levels were also identified (e.g. the Croatian lexeme prilog, Eng. side dish, was translated as attachment in one of the menus). In addition to the analysis of translation solutions identified in the menus, a questionnaire was prepared for both professional translators and students of translation studies. However, only a limited number of them participated, therefore the answers contained in the questionnaires will only be used as examples of possible translation solutions in the present study.

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Damir Horga, Ana Vidović Zorić

Sveučilište u Zagrebu

Disfluentnosti u spontanom govoru mladih i starijih odraslih govornika

Prirodno je da se karakteristike govora pojedinog govornika tijekom života mijenjaju. U ranom djetinjstvu te su promjene velike zbog razvoja organizma i usvajanja govora, a u odrasloj dobi nakon perioda govorne stabilnosti sa starenjem organizma i njegovih kognitivnih i fizioloških potencijala smanjuju se i govorne sposobnosti. Može se reći da čovjek tijekom cijelog životnog vijeka govori i od dobi kada je usvojio govor, jezik i govor koristi kao najčešće i najefikasnije komunikacijsko sredstvo sa svim karakteristikama lakoće i tečnosti njegove proizvodnje i primanja. Ova općenita tvrdnja ne isključuje pojavljivanje slučajeva u kojima su govorne funkcije trajno ili trenutno narušene. Govornik nastoji proizvesti tečan govor. Međutim, niti zdravi normalni govornici u tome ne uspijevaju uvjek, nego se u njihovom govoru mogu pojaviti različiti oblici disfluentnosti. Uz obavijest koju govornik želi prenijeti sugovorniku, ako se u govoru pojave disfluentnosti, one postaju dodatna obavijest koja ukazuje na poteškoće koje govornik ima u složenom procesu govorne proizvodnje. U ovom su radu uspoređene dvije dobne skupine od po 20 govornika, (mladi govornici prosječne dobi 23 godine i stariji govornici prosječne dobi 68 godina) s obzirom na disfluentnosti koje se pojavljuju u njihovom govoru. Ispitanici su pojedinačno snimani tako da su po 1 minutu spontano govorili o svojoj obitelji te su dobivena dva govorna uzorka u trajanju po 20 minuta za svaku skupinu. Dobivene auditivne snimke su transkribirane te su na osnovu transkripcije izdvojene pojedine varijable disfluentnosti, a vrijednosti njihovog trajanja mjerene su u programu za akustičku analizu govora Praat. Promatrane su sljedeće varijable: tempo govora, tempo izgovora, govorne pogreške, ispravljanja, duljenja glasnika, poštupalice i pojavljivanje nefonemskog glasnika i prazne stanke oklijevanja postoje razlike. Iako u različitim istraživanjima nema jedinstvenog stava o pojavljivanju disfluentnosti s obzirom na dob govornika, rezultati ovog istraživanja su pokazali da se dvije promatrane skupine ispitanika razlikuju kako po učestalosti pojedinih disfluentnosti tako i po njihovom trajanju te između pojedinih ispitanika unutar iste skupine.

Disfluencies in spontaneous speech of young and elderly adult speakers

It is natural for the speech characteristics of a speaker to change with aging. In the early childhood the changes are considerable because of the child's growth and speech acquisition, whereas in the adulthood, after a period of speech stability, due to the aging of the organism and its cognitive and physiological potentials, the speech abilities also diminish. It can be said that people speak throughout their entire life, and, from the moment they acquired speech, they use speech and language as the most common and effective way of communication characterized by the ease and fluency of speech production and perception. However, that general statement does not exclude the cases in which the speech functions are temporarily or permanently impaired. The speaker aims to produce fluent speech. But even healthy and normal speakers do not always succeed in doing so, therefore, various kinds of disfluencies can appear in their speech. Along with the information which the speaker wants to transmit to the listener, if disfluencies are present in the speaker's speech, these become additional information about difficulties the speaker faces in the complex process of speech production. In the present research two age groups of 20 speakers are compared (young speakers, aged 23, and elderly speakers, aged 68, on average) depending on the basis of the disfluencies appearing in their spontaneous speech. A one-minute-speech by every speaker about his family was individually recorded. Thus, two 20-minute samples of speech were collected from two age groups. The recordings were transcribed, and the disfluency variables were isolated and their duration values were measured by means of the Praat program. The following variables were analyzed: speech rate, articulation rate, speech errors, corrections, sound prolongations, fillers, full pauses, and empty pauses of hesitations. Though in various studies the views about the relationship between ageing and speech disfluencies are not unanimous, the results of this research show that the two investigated groups differ in the frequency of particular disfluencies and in their duration. The results also revealed existing differences between the speakers belonging to each age group.

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"Refugees" as metaphor: A sociolinguistic examination of media discourse on refugees and social stratification in Japan

The rise of refugee Diasporas is one of the significant transformations that the international community has witnessed in recent history. However, not all countries are equally receptive to refugees. According to the Japanese Association for Refugees, in 2017 there were nearly 20,000 refugee applications to resettle in Japan and only 20 were accepted. The figure is by far the lowest among the G7 countries. While there are various legal and political explanations to the low admission ratio of refugees in Japan, this paper empirically analyses discourse on refugees from a sociolinguistic point of view. A particular focus will be placed on the use of the term "refugee" as a metaphor in the contemporary Japanese media. In 2007, a journalist gave the name of "net cafe refugee" to those who do not have a fixed address and use 24-hour Internet cafes to sleep at night. While the word was selected as one of the ten "new words of the year" by the media company U-Can, a group of internet cafe owners released an official statement to ask journalists not to use the term any more, as it would give internet cafes a negative image. Despite this controversy, however, the term "refugee" is frequently used in the Japanese media as a metaphor for those who do not have access to certain facilities, services, or experiences, such as "insurance refugee", "SNS refugee", "information refugee" and so on. This is a phenomenon worth studying, as it gives an important insight into how the Japanese society reacts to internationalisation and globalisation. Through the "refugee" metaphor, public attention has been shifted from a global issue to a domestic issue of social stratification. Thus, the metaphorical use of the term has led to the creation of imaginary outsiders in the name of "refugees" within the Japanese society, negating social diversity within Japan while also diverting public attention from international cooperation for refugee protection. The paper will therefore suggest that the "refugee" metaphor exemplifies challenges for globalism in Japan.

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Je li samoprocjena jezičnih djelatnosti dvojezičnih govornika objektivna mjera jezične kompetencije?

Jedna od metoda dvojezične procjene samoprocjena je jezičnih sposobnosti unutar jedne ili više jezičnih djelatnosti. No, rezultati samoprocjene ne moraju biti dostatni ili prikladni te ih je optimalno kombinirati s više različitih, subjektivnih i objektivnih mjera (Treffers-Daller i Korybski, 2015). Takav se pristup upotrebljava u ovom radu, u kojem se promatraju rezultati samoprocjene dvojezičnih govornika uz analizu jezičnih uzoraka. Mjere rječničke raznolikosti i sintaktičke složenosti rabljene su kako bi se utvrdilo odražavaju li one samoprocjenu jezičnih sposobnosti dvojezičnih govornika. Sudionici istraživanja bili su odrasli dvojezični govornici u Istri (N=30). Podatci su dio Istarskog govornog korpusa (Hržica, Poropat Jeletić, Moscarda Mirković, u pripremi), oblikovanog pomoću uzrokovanja konverzacije. Svaki od sudionika, osim što je snimljen u konverzaciji s drugim dvojezičnim govornicima, ispunio je upitnik koji sadrži i pitanja o samoprocjeni jezika unutar četiri jezičnih djelatnosti: govorenja, razumijevanja, čitanja i pisanja. Mjere rječničke raznolikosti (pomični prosječni omjer različnika i pojavnica (engl. *moving-average type-token ratio* – MATTR (Covington, 2007)) i sintaktičke složenosti (prosječna duljina komunikacijske jedinice – engl. *mean lenght of communication unit* – MLCU) izračunate su pomoću programa CLAN (*Computerized Language Analysis* – MacWhinney 2019). Prosječan rezultat samoprocjene pokazao je pozitivnu i visoku povezanost MLCU ($r(30)=.513$, $p<.005$). MATTR nije pokazao značajnu povezanost, ali se u rezultatima može zamjetiti trend ($r(30)=.351$, $p=0.57$). Spearmanova korelacija izračunata je za određene djelatnosti koje su samoprocijenjene. MATTR je pokazao srednju pozitivnu povezanost sa samoprocjenom razumijevanja ($rs(30)=.364$, $p<.05$) i govorenja ($rs(30)=.388$, $p<.05$), ali ne i sa samoprocjenama čitanja i pisanja. MLCU je pokazao srednju odnosno visoku povezanost sa samoprocjenama čitanja ($rs(30)=.484$, $p<.05$) i pisanja ($rs(30)=.563$, $p<.005$) te srednju povezanost s govorenjem ($rs(30)=.373$, $p<.05$) i razumijevanjem ($rs(30)=.364$, $p<.05$).

Korelacije jezičnih mjera sa samoprocjenama pokazuju da su te mjere povezane te govore u prilog tome da govornici, u ovom slučaju dvojezični govornici različitih stupnjeva obrazovanja te zaposlenja, mogu objektivno procijeniti vlastito jezično znanje.

Is self-assessment of language domains of bilingual speakers objective measure of language proficiency?

Self-assessment ratings across single or multiple linguistic domains represent one of the methods for assessing bilingual language knowledge (Treffers-Daller 2015). However, self-assessment scores alone might not be the most appropriate assessment tool (Zell & Krizan 2014, Treffers-Daller 2015), thus more comprehensive indices are needed, combining subjective and objective measures (Treffers-Daller and Korybski 2015). This approach is being developed in the present study, combining self-assessment data and language sample analysis, aiming at providing an insight into the multilingual Istrian reality. Measures of lexical diversity and syntactic complexity have been used to determine whether they reflect self-assessment of language proficiency of bilingual speakers. Participants were 30 adult bilingual speakers from Istria. Participants' data was extracted from the Istrian spoken multilingual corpus (Hržica, Poropat Jeletić, Moscarda Mirković, in preparation), created using the conversational sampling method. Apart from being recorded in conversation with other bilingual speakers, participants filled questionnaire containing self-assessment of speaking, understanding, reading and writing. Measures of lexical diversity (moving-average type-token ratio – MATTR; Covington, 2007; Covington and McFall, 2010) and syntactic complexity (mean length of communication unit – MLCU) were calculated using the Computerized Language Analysis (CLAN – MacWhinney 2000). The average self-assessment score positively and highly correlated with MLCU ($r(30)=.513$, $p<.005$). MATTR did not correlate with the average self-assessment score, but the results did point to a trend ($r(30)=.351$, $p=0.57$). The Spearman rank correlation was calculated for individual domains of self-assessment. MATTR showed moderate positive correlations with self-assessment of comprehension ($rs(30)=.364$, $p<.05$) and speaking ($rs(30)=.388$, $p<.05$), but not with self-assessment of reading and writing. MLCU showed moderate or high positive correlations with self-assessment of reading ($rs(30)=.484$, $p<.05$), writing ($rs(30)=.563$, $p<.005$) and moderate positive correlations with speaking ($rs(30)=.373$, $p<.05$) and understanding ($rs(30)=.364$, $p<.05$).

The correlation of language measures with self-assessment reveals that these measures are connected, showing that speakers, in this case bilingual speakers of different educational status and employment, might be able to make objective assessments of their language knowledge.

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Rječnička raznolikost pisanih tekstova osoba s razvojnim jezičnim poremećajem

Razvojni jezični poremećaj (RJP) jedna je od najučestalijih teškoća koja se javlja u jezičnom usvajanju, a posljedično se zadržava u kasnijoj životnoj dobi. Odstupanja u jezičnim sposobnostima osoba s RJP-om mogu se pratiti na svim jezičnim razinama, pri čemu se rječnik može smatrati temeljem za jezičnu proizvodnju. Osim primjenom standardiziranih psihometrijskih testova, rječničke se sposobnosti osoba s RJP-om mogu procijeniti uporabom različitih jezičnih mjera. Jedna od skupina mjera uključuje procjenu rječničke raznolikosti, koja se pokazala snažnim prediktorom kvalitete pisane teksta (pregled: Yu, 2009). No dosadašnja istraživanja ostavljaju otvorenima pitanja o prikladnosti uporabe različitih mjera u utvrđivanju razlika u rječničkoj raznolikosti između osoba s RJP-om i osoba UJR-a. Uz to je rječnička raznolikost rijetko istraživana na pisanim tekstovima osoba s RJP-om. Cilj ovog istraživanja bio je ispitati razlike u rječničkoj raznolikosti između osoba s RJP-om i osoba UJR-a širega raspona kronološke dobi na uzorcima pisanih tekstova. Očekivalo se da će osobe s RJP-om postizati značajno niži rezultat od osoba UJR-a na mjerama *pomični prosječni omjer različnica i pojavnica* (MATTR) i *indeks leksičke raznolikosti D*, dok na mjerama *broj različitih riječi* (NDW) i *omjer različnica i pojavnica* (TTR) neće biti razlike. Za istraživanje su iz Hrvatskoga korpusa neprofesionalnoga pisane jezike (Kuvač Kraljević, Hržica i Kologranić Belić, u tisku) izdvojeni jezični uzorci govornika s RJP-om ($n=20$) i govornika UJR-a ($n=19$) uparenih prema spolu i kronološkoj dobi. Jezični su uzorci elicitirani pomoću pripovjednoga slikovnog predloška Priča o plaži koji čini dio testnoga materijala *Expression, Reception and Recall of Narrative Instrument* (Bishop, 2004). Rječnička raznolikost izračunata je primjenom mjera NDW, TTR, MATTR i D. Podatci su obrađeni *t*-testom za nezavisne uzorce. Dobiveni rezultati ukazuju na statistički značajno nižu razinu rječničke raznolikosti osoba s RJP-om od osoba UJR-a na svim mjerama. Na temelju dobivenih rezultata može se zaključiti kako testirane mjere rječničke raznolikosti mogu razlikovati osobe različitoga jezičnog statusa u zahtjevnim zadatcima pisane pripovjednog diskursa. U usporedbi s ranijim istraživanjima u kojima se tvrdi da su razlike u rječničkoj raznolikosti posredni rezultat sintaktičke složenosti (pregled: Charest i Skoczyłaz, 2019), dobivena se razlika u ovom istraživanju objašnjava utjecajem žanra, primjenom preciznijih mjera te dobi sudionika.

Lexical diversity in written texts of persons with developmental language disorders

Developmental language disorder (DLD) is one of the most common disorders in language acquisition, also persisting later in life. Difficulties in language abilities of persons with DLD can be observed at all levels, including vocabulary as the basis for language production. In addition to standardized tests, the vocabulary skills of persons with DLD can be assessed using different language measures. This includes the assessment of vocabulary diversity, which has proven to be a strong predictor of the quality of written text (review: Yu, 2009). However, it is still unclear which measures of lexical diversity can differentiate language abilities of persons with DLD and persons with typical language development (TLD). Also, lexical diversity has rarely been analysed in written texts of persons with DLD. The goal of this research was to explore the differences in the lexical diversity between persons with DLD and persons with TLD. In this research, written texts of speakers of broad age range were explored. We hypothesized that persons with DLD will achieve significantly lower scores than persons with TLD on measures of *moving average type-token ratio* (MATTR) and *index of lexical diversity D*, but that there will be no difference on measures *number of different words* (NDW) and *typetoken ratio* (TTR). Participants were selected from the *Croatian corpus of non-professional written language* (Kuvač Kraljević, Hržica and Kologranić Belić, in press): 20 participants with DLD and 19 with TLD. They have produced narrative language samples based on *Expression, Reception and Recall of Narrative Instrument* (Bishop, 2004). To measure lexical diversity, NDW, TTR, MATTR and D were calculated. The independent samples *t*-test showed that participants with DLD had significantly lower results on all four measures. This leads to the conclusion that all four measures can differentiate groups of participants of different language status. Persons with DLD showed difficulties in the usage of vocabulary in production of written narratives, which is a demanding language production task. Differences found in this study can be explained by the effect of genre, the use of more precise measures and the age of participants (cf. Charest and Skoczyłaz, 2019).

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Izazovi jezikoslovnoga nazivlja – jezikoslovni metajezik

U radu se polazi od hipoteze da je znanstveno i stručno nazivlje glavni element metajezika struke te da je hrvatski jezikoslovni metajezik neuređen i nedovoljno istražen. Druga je hipoteza da se analizi metajezika struke može pristupiti korpusnom analizom te da se usporedbom abecedarija općejezičnih korpusa i korpusa struke mogu eksperimirati potencijalni jezikoslovni nazivi. Treća je hipoteza da je jezikoslovna baza podataka (baza *Struna*) najbolje rješenje za usustavljanje i normiranje jezikoslovnoga nazivlja, ali i da se gramatičko, pravopisno i leksikografsko nazivlje usustavljuje i normira i u općemu rječniku. Pristup je radu deskriptivna i korpusna analiza. Korpusna je analiza provedena na općim korpusima hrvatskoga jezika (*Hrvatski jezični korpus* <http://nlp.ffzg.hr/resources/corpora/hrwac/> i *Hrvatska mrežna riznica riznica.ihjj.hr*). Ti korpori, međutim, obuhvaćaju samo malo tekstova koji pripadaju znanstvenom stilu, pa su stoga neprikladni za terminološka istraživanja i analizu stručnoga metajezika. Stoga je analiza provedena i na specijaliziranome mrežnom korpusu jezikoslovnih tekstova koji se trenutačno nalazi u demoinačici. To je korpus koji je za potrebe proučavanja jezikoslovnoga nazivlja i jezikoslovnoga metajezika izrađen za potrebe projekta *Hrvatsko jezikoslovno nazivlje – Jena*. Korpori se pretražuju i analiziraju s pomoću programa SketchEngine. U radu će se provesti analiza riječi koje se nalaze u korpusu te analiza potencijalnih naziva u korpusu. Ti će se nazivi usporediti s abecedarijem sastavljenim za potrebe projekta *Hrvatsko jezikoslovno nazivlje – Jena* te će se utvrditi postojanje sinonimnih parova i nizova, ali i višezačnih naziva. Posebno će se pokazati kako se s pomoću korpusne analize mogu pronaći nova značenja koja dosad nisu bila zabilježena u hrvatskim općim rječnicima i novi jezikoslovni nazivi koji dosad nisu obrađeni u terminološkim rječnicima. Analizirat će se odnosi višezačnosti (Mehrdeutigkeit) i više smislenosti (Mehrsinigkeit) jezikoslovnih naziva te normativna raspodjela sinonimnih naziva u terminološkoj bazi podataka i općemu rječniku. Obrada takvih naziva u specijaliziranoj terminološkoj bazi usporedit će se s obradom takvih naziva u *Hrvatskome mrežnom rječniku – Mrežniku*. Posebna će se pozornost obratiti na mogućnost donošenja normativnih i pragmatičkih napomena u općemu mrežnom rječniku kakav je *Mrežnik* i na donošenje napomena u terminološkoj bazi podataka kakva je *Struna*. Rezultat ovakvoga istraživanja bit će izrada modela korpusne analize jezikoslovnoga nazivlja i jezikoslovnoga metajezika.

Challenges of Building Linguistic Terminology – Linguistic Metalanguage

The first hypothesis of this paper is that scientific and professional terminology is the most important element of professional metalanguage and that Croatian metalanguage is still not systematized and researched to the full extent. The second hypothesis is that the metalanguage of a certain subject field can be accessed through corpus analysis and that by comparing the word list of general corpora and the corpus of a subject field potential terms can be extracted. The third hypothesis is that the terminological database *Struna* can offer the best framework for systematizing Croatian language terminology but also that grammatical, orthographical and lexicographic terminology can be systematized in a general dictionary. The approach in the paper is descriptive and corpus analysis. Corpus analysis is conducted on general corpora of the Croatian language (Croatian language corpus hrWaC <http://nlp.ffzg.hr/resources/corpora/hrwac/> and Croatian language repository riznica.ihjj.hr). However, these corpora contain very few texts written in the scientific style. Thus, the analysis is conducted on the specialized corpus of linguistic texts which is at the moment in its demo phase. It has been compiled within the project *Croatian Linguistic Terminology – Jena*. The corpora are analyzed employing the Sketch Engine program. The paper will focus on the analyses of terms extracted from the corpus. These terms will be compared with the wordlist compiled manually by the collaborators of the *Jena* project. The existence of synonymous and polysemic terms will be determined. The authors will show how corpus analysis helps us record new meanings which have not been recorded in Croatian general dictionaries and new linguistic terms which have not been recorded in terminological dictionaries. The analysis will take into account the problem of multiple meanings of linguistic terms and the normative distinction of synonyms in the terminological database and general dictionary. The compilation of entries of such terms in the specialized terminological database will be compared with the compilation of entries of these terms in the *Croatian Web Dictionary – Mrežnik*. Special focus will be on the possibilities of giving normative and pragmatic notes in a general dictionary (e.g. *Mrežnik*) and terminological database (e.g. *Struna*). The result of this research will be a model of corpus analysis of linguistic terminology and linguistic metalanguage.

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Jezična djelatnost pisanja u srednjoškolskoj nastavi hrvatskoga jezika i zahtjevi novoga doba

Razvoj jezično-komunikacijske kompetencije najvažniji je cilj nastave hrvatskoga jezika. Promicanje jezične djelatnosti pisanja, uz slušanje, govorenje i čitanje, iznimno je važno za postizanje toga cilja. Nakon teorijskoga uвода у језичну дјелатност писања, коју су до сада истраживали бројни језикословци и професори хрватскога језика попут Марка Алерића, Карол Висинко, Маријана Чеши, Миреле Барбара-Шикић, Срећка Листеша..., у раду се доносе спознaje темељене на истраживању provedenom anketom у којој је судјелоvalo 80 ученика средње стручне школе. Иstraživački je problem bio ispitati učenike koje jezične sposobnosti pismenoga izražavanja žele razviti kako bi, u komunikacijskom smislu, bili što kompetentniji na suvremenom tržištu rada. Istraživanje pokazuje kako učenici žele što više razviti svoje komunikacijske kompetencije, ovladati vještina pisanja životopisa i molbi za posao, ali i drugih kreativnih tekstova, poput reklamnih tekstova, vodiča, prezentacija... koji bi im pomogli poslovno se ostvariti i prezentirati svoj projekt ako odluče samostalno uploviti u zahtjevan svijet poduzetništva. Time dokazuje hipotezu kako jezičnu djelatnost pisanja različitim postupcima treba što više poticati u nastavi хрватскога језика, с osobitim naglaskom на развој комуникационих вјештина које су потребне како би млади људи били компетитивни у пословном свету, а тако се постиže и функционална писменост која је изнимно важна за уčinkovitost образовног система, особито стручнога образovanja на које се ставља нагласак овим истраживањем. Rad donosi i конкретне методе којима се то може ostvariti u nastavi хрватскогa jezika. Svojim znanstveno utemeljenim spoznajama pridonosi poboljšanju образовног система i nastave хрватскога језика u cijelosti te donosi nove perspektive u prožimanju jezičnoga i izvanjezične stvarnosti. Што је језична kompetencija, uz ostale вјештине, razvijenja, то су ученици konkurentniji na tržištu, i zato ovaj rad svojim prijedlozima како то ostvariti u nastavi хрватскога језика daje svoj doprinos ostvarenju strateškoga cilja da обrazovanje, posebno стручно, pridonese gospodarskom razvoju. Spominju se, također, i nove metode poučavanja i novi sadržaji u nastavi хрватскога језика za стручне школе.

Linguistic activity of writing in high-school teaching of Croatian language and the demands of the new age

The development of the linguistic-communicative competence is the most important goal of Croatian language teaching. Besides listening, speaking and reading, promoting the linguistic activity of writing is extremely important for achieving that goal. After a theoretical introduction into the linguistic activity of writing, which has so far been researched by numerous linguists and professors of Croatian language, such as Marko Alerić, Karol Visinko, Marijana Češi, Mirela Barbaroša Šikić, Srećko Listeš..., the paper brings insights resulting from the research which included a survey encompassing 80 vocational high school students. The research problem was to ask students which linguistic abilities of written expression they would like to develop to become more competent in communication on the contemporary labour market. The research showed that the students want to develop their communication competence as much as possible, to master the skills of writing a CV and cover letter, but also other creative texts, such as advertising texts, guides, presentations..., that would help them be successful in business and present their project, if they decide to set out into the challenging world of entrepreneurship by themselves. This supports the hypothesis that the linguistic activity of writing should be stimulated as much as possible, through different activities, in the subject of Croatian Language, with particular emphasis on the development of communication skills necessary for the young to be competitive in the business world. This also helps in achieving functional literacy which is extremely important for the efficiency of the educational system, particularly in vocational education, emphasized by the research. The paper brings specific methods used to realize the mentioned goals in Croatian Language teaching. These scientifically based insights contribute to the improvement of the educational system and Croatian Language teaching as a whole, bringing new perspectives in the permeation of linguistic and extra-linguistic reality. The more developed the linguistic competence, besides other skills, the more competitive the students are on the market, therefore, this paper with its suggestions on how to realize this in Croatian Language teaching provides a specific contribution to the realization of the strategic goal of education, particularly vocational education, which would contribute to the economic growth. The paper also mentions new teaching methods and new content in Croatian Language teaching in vocational schools.

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Sveučilište u Zagrebu, Sveučilište u Splitu

Temeljna jezična obilježja proroštva o Petrovoj zataji unutar kanonskih evanđelja

U radu se istražuje novozavjetni događaj koji uključuje proroštvo o Petrovoj zataji. Isti je događaj prikazan kod sve četvorice evanđelista pa se nalazi u Mateju 26, 31-35, Marku 14, 26-30, Luki 22, 31-34 i Ivanu 13, 36-38. Cilj je rada utvrditi sličnosti i razlike među tekstovima s obzirom na izbor vokabulara, rečeničnu strukturu te značenje koje je rezultat jezičnih izbora. Istraživanje će se temeljiti na obilježjima leksičke, sintaktičke i diskurzne složenosti. Svi su spomenuti tekstovi (Mt 26, 31-35; Mk 14, 26-30; Lk 22, 31-34; Iv 13, 36-38) analizirani na predlošku kakvog nalazimo u hrvatskom prijevodu Novoga zavjeta B. Duke i J. Fućaka. U radu su analizirana leksička, sintaktička i semantička obilježja ulomaka koji se odnose na spomenuti događaj. Rad se u početnoj fazi bavi sličnoznačnicama riječi: pojavnicama, različnicama i natuknicama. Istražena je promjenjivost i samoznačnost. Na taj je način utvrđena leksička gustoća svakoga ulomka te su ponuđeni kvantitativni omjeri koji su naposljetku analizirani i grafički prikazani. Nakon leksičke analize utvrđena su temeljna sintaktička i semantička obilježja svakog ulomka. Rečenice su popisane jedna ispod druge te su numerirane, što je omogućilo lakšu preglednost strukture i duljine svakog teksta. Proučene su vrste rečenice, glagolska vremena, učestalost upravnih govora. Potom se pažnja usmjerila na sadržaj i na jezične izbore koji su rezultirali različitošću interpretacija svakog pojedinog ulomka.

The main linguistic features of the prophecy of Peter's denial within the canonical gospels

The paper explores a New Testament event involving a prophecy of Peter's Denial. The same event is shown by all four evangelists so it can be found in Matthew 26, 31-35, Mark 14, 26-30, Luke 22, 31-34, and John 13, 36-38. The aim of the paper is to identify similarities and differences between texts with regard to vocabulary choices, sentence structure and meaning resulting from language choices. The research will be based on features of lexical, syntactic and discourse complexity. All the texts mentioned (Mt 26: 31-35; Mk 14: 26-30; Lk 22: 31-34; Jn 13: 36-38) are analyzed on the template found in the Croatian translation of the New Testament by B. Duda and J. Fućak. The paper analyzes the lexical, syntactic and semantic features of fragments related to the event. In the initial phase, the paper deals with the similarities of words: occurrences, variants and references. Variability and meaning were explored. In this way, the lexical density of each fragment was determined and quantitative ratios were offered, which were finally analyzed and graphically presented. Following the lexical analysis, the basic syntactic and semantic characteristics of each passage were determined. The sentences were listed and numbered below each other, which made it easier to check the structure and length of each text. The types of sentence, verb tense, frequency of direct speech were studied. After that, the focus was on the content and the language choices that resulted in different interpretations of each passage.

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Mogući utjecaj jezičnih sadržaja televizijskih i radijskih programa na leksičko-semantički razvoj učenika razredne nastave

Od nastanka tiska do pojave interneta u suvremenom društvu propituju se mogući utjecaji i odnos prema medijskim sadržajima. U brojnim relevantnim istraživanjima o navedenim problemima uočavaju se dva smjera. S jedne strane pretpostavljao se negativan utjecaj medijskoga konzumerizma, dok su druga istraživanja usmjerena na otkrivanje i osvješćivanje pozitivnih učinaka korištenja medijskih sadržaja. (Ilišin i sur. 2001). Knezović i Maksimović navode kako se masovni mediji nameću kao interaktivna nužnost i najkoristeniji oblik razonode. Također, smatraju kako suvremeni čovjek treba biti svjestan činjenice da masovni mediji izazivaju promjene u ponašanjima, međuljudskim odnosima i komunikaciji, osobito među mladima (Knezović, Maksimović, 2016: 646). Prema Šego, mediji imaju ulogu u poticanju jezično-govornog razvoja djece (Šego, 2009: 119, 120). S druge strane, Težak smatra kako su upravo mediji, osobito televizija i radio, širitelji jezične nekulture (Težak 2002). Da bi se utvrdio mogući utjecaj verbalnih sadržaja na jezični razvoj učenika u primarnom obrazovanju, provedeno je istraživanje među učenicima razredne nastave osnovnih škola u gradu Petrinji i Zagrebu. O navedenoj temi ispitana su i stajališta učitelja razredne nastave na području Republike Hrvatske. Cilj istraživanja bio je utvrditi utjecaj jezičnih sadržaja televizijskih i radijskih programa na leksičko-semantički razvoj učenika razredne nastave. Istraživanjem je ispitano sto osamdeset i dvoje učitelja (N=182) te sto četrdeset učenika (N=140) osnovnih škola. U istraživanju je primijenjen polustrukturirani anonimni upitnik za učitelje i učenike. Ispitivanje učenika provedeno je u skladu s Etičkim kodeksom. Dobiveni su rezultati pokazali kako učitelji u neposrednoj nastavnoj praksi uviđaju i pozitivan i negativan utjecaj koji čine verbalni televizijski i radijski sadržaji. Nadalje, analiza rezultata ispitanih učenika pokazuje da oni primjenjuju izraze, oblike i značenje riječi dolazeći u doticaj s verbalnim sadržajima navedenih medija u osobnim komunikacijskim kontekstima, ali i u nastavi. Rezultati ovoga istraživanja upućuju na zaključak da o formalnom, neformalnom i informalnom utjecaju verbalnih medijskih sadržaja na govorni i jezični razvoj učenika mlađe osnovnoškolske dobi treba neprestano kritički razmišljati.

The impact of verbal content presented in television and radio programs on early elementary school students' lexical and semantic development

From the time of the invention of the press until the appearance of the Internet in the modern era, possible influences and attitudes towards media content have been analyzed. Two major directions may be observed in numerous studies dealing with this issue. On the one hand, negative impact of media consumerism was assumed, whereas, more recent studies have focused mainly on the discovery and raising the awareness about positive effects of media use (Ilišin et al. 2001). Knezović and Maksimović (2016) state that the mass media have asserted themselves as an interactive necessity and the most widely used form of entertainment. The authors further propose that people should be aware that mass media may influence changes in behavior, interpersonal relationships and communication, especially among young people (Knezović, Maksimović 2016: 646). According to Šego (2009: 119, 120), media also have an important role in encouraging language and speech development of children. On the other hand, Težak (2002) considers the media itself, especially television and radio, to be the promoters of non-standard language use linguistic non-culture. In order to determine the possible impact of media verbal content on the language development of elementary school students, research was conducted among this population in elementary schools in Petrinja and Zagreb. The aim of the research was to determine the impact of language content broadcast on television and radio programs on the lexical and semantic development of elementary school children as well as to determine the views/attitudes of some Croatian classroom teachers regarding this topic. One hundred and forty (N=140) elementary school students and one hundred and eighty-two (N=182) elementary school teachers participated in the research. The research instruments were two semi-structured anonymous questionnaires – one for students and the other one for teachers. The research conducted with children followed the ethical principles defined in the Code of Ethics. The obtained results show that teachers are aware of both positive and negative impact of verbal content broadcast in television and radio programs. Furthermore, the analysis of the students' results shows that they use the verbal content to which they are exposed in the media (different expressions, phrases, forms and word meanings) both in their personal communication contexts as well as during classes. Based on the presented results, it may be proposed that the formal, nonformal and informal impact of verbal media content on the speech and language development of young elementary school students requires constant critical thinking.

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TRAILS: LSP Teacher Development – from Needs Analysis to Innovative Curriculum Design

Quality teaching in the European Higher Education Area (EHEA) has become an issue of importance but learning to teach remains too often neglected. In fact, most LSP teachers teach LSP courses without any initial training. As a result, eight project partners, led by the University of Bordeaux, have embarked on an Erasmus+ project entitled TRAILS: LSP Teacher Training Summer School. The primary focus of this project is placed on LSP teacher development to promote high quality and innovative teaching.

The TRAILS project consists of the following steps: review of existing LSP higher education teacher training programmes in different European countries and identification of good educational practices; identification of LSP teachers' needs based on quantitative and qualitative data derived through questionnaires and interviews; identification of gaps between the provision of LSP teacher training and teachers' needs; definition of training objectives, topic areas and outcomes of the TRAILS Summer School; design of a programme for LSP teacher training; and implementation, organisation and evaluation of a pilot summer school for pre-service and in-service LSP teachers.

The present paper will first illustrate the main results of each project step and then focus on the presentation of the learning outcomes and objectives of a segment of the LSP teacher training summer school that will take place in Zagreb, Croatia, in September 2020.

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Sentence Completion and Comprehension in Advanced Students of EFL – A Case Study

The present paper discusses completion and comprehension of English sentences that are grammatical but difficult to process. In the first part of this small-scale study, naturally produced sentence completion by advanced students of English is analysed using the tasks provided by Field (2004) to assess whether the four assumptions (and strategies) proposed by Bever (1970) are going to be applied in terms of the syntactic structure. At the same time, the completion of the sentences is expected to be related to world knowledge and frequency of usage. This factor is also considered in the second task, which concludes with the results obtained from the strategies employed when translating garden-path sentences. In the two tasks on sentence completion and sentence translation, it is expected that ‘informed guesses’ (Aitchison, 2008), apart from linguistic knowledge, may affect language production and comprehension. In terms of prediction during sentence comprehension and the completions provided, the answers collected (or the lack of them) may be relevant for understanding sentence processing and the simple structures more frequently imposed, but also for assessing the difficulties that both EFL students and speakers of English as L1 may encounter while processing grammatical and ambiguous clauses. In terms of the translation task, the study indicates that simple tasks on sentence comprehension need more attention not only in the learning process but also in terms of discussing the acquisition of content through a foreign language. The two tasks presented in this study may also be used with more participants, across age groups and different levels, in order to gain a better insight into how language is used, how linguistic knowledge is stored or consulted, and how it may reflect the changing world around us or even lead the reader up the garden path.

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Razvoj nastavnih materijala u nastavi engleskoga jezika primarnog obrazovanja

U kurikularnoj reformi „Škola za život“ za nastavu engleskoga jezika primarnog obrazovanja stoji da učitelj treba, uz dosad poznate materijale, uvesti materijale koji sadrže digitalne, interaktivne i multimedidske sadržaje (NN 7/2019 139). Prema konstruktivističkoj teoriji nastave, digitalni materijali (koji uključuju nastavna sredstva i pomagala), kada su usko povezani s ostalim čimbenicima te takvi zajedno djeluju, pozitivno će utjecati na kvalitetu nastave (Topolovčan, Rajić, Matijević, 2017). S obzirom da je učenicima većina digitalnih materijala već poznata i lako dostupna, digitalni materijal koji je nov i drugačiji od ostalih, a pripada obrazovnoj tehnologiji, jest obrazovni robot (Nikolić, 2016). Cilj ovoga rada je ponuditi pregled robota koje je moguće koristiti u nastavi engleskoga jezika. U okviru opisa ponudit će se primjeri nastavnih aktivnosti koje se mogu provoditi uz pomoć pojedinog robota, a pritom će se služiti sljedećim udžbenicima: New Building Blocks (1, 2, 3, 4), Happy Street (1, 2) i Project 1. Za potrebe ovoga rada opisat će se sljedeći roboti: LEGO Mindstorms, Fischertechnik, Thymio, STEMI, Cubelets, Meccanoid i mBot. Neke od funkcija navedenih robota su kretanje (samostalno uz pomoć senzora ili samostalno nakon programiranja), prepoznavanje boja, davanje i zaprimanje uputa na engleskome jeziku, umrežavanje s računalom ili mobilnim uređajem te reagiranje na svjetlost, toplinu i zvuk. Nastavne aktivnosti će uključivati grupni rad i/ili individualni rad učenika. Svaka aktivnost će biti različita te će se u svakoj uz korištenje robota koristiti i engleski jezik. Za svaku aktivnost će se predvidjeti ishodi učenja i ona će biti samo jedna od aktivnosti cijelog nastavnog sata. Nastavne aktivnosti će se upotpuniti konkretnim primjerima iz udžbenika, koji se koristi u nastavi, te će se ponuditi prijedlog u kojem se razredu one mogu upotrijebiti. Autori (npr. Bers, Ponte, Juelich, Viera, Schenker, 2002; Shwu-Ching Young, Wang, Jang, 2010) su u svojim istraživanjima zaključili da su učenici pozitivno prihvatali robota u nastavi engleskoga jezika kao novi nastavni materijal. S obzirom da je robot u RH novi nastavni materijal, ovim preglednim radom se želi nastavnicima engleskoga jezika predstaviti nekolicina robota koje bi ubuduće mogli koristiti u nastavi engleskoga jezika oplemenjenom robotom kao interaktivnim i digitalnim materijalom.

Instructional Materials Development in Primary School English Language Teaching

According to the ongoing curricular reform, "School for Life" for English Language Teaching (ELT), a teacher should work with instructional materials that comprise digital, interactive, and multimedia contents (NN 7/2019 139). It goes alongside the constructivist approach recognizing the positive impact of digital instructional materials on teaching when in interaction with other teaching factors (Topolovčan, Rajić, Matijević, 2017). Since students are familiar with most digital materials (due to their easy accessibility), a new and different digital material, which is part of the educational technology, is the educational robot (Nikolić, 2016). This research aims to provide an overview and description of robots a language teacher can apply in primary school ELT. The description will propose examples of teaching activities that can be carried out with the help of a robot, using the following textbooks: New Building Blocks (1, 2, 3, 4); Happy Street (1, 2) and Project 1. The overview would include these robots: LEGO Mindstorms, Fischertechnik, Thymio, STEMI, Cubelets, Meccanoid, and mBot. Some of the functions that these robots possess are movement (sensor-assisted, or as a result of programming), colour recognition, giving and receiving instructions in English, networking with a computer or mobile device, and responding to light, temperature, and sound. Teaching activities would include group and/or individual students' work. They would make just one part of a lesson, and each would combine English language usage with robots. Each activity, with predefined learning outcomes, would be different, and they would all be followed by related tasks in class textbooks. Several authors (e.g. Bers, Ponte, Juelich, Viera, Schenker, 2002; Shwu-Ching Young, Wang, Jang, 2010); concluded that students reacted positively to the robot as a new educational material in ELT. Since the robot has not yet been introduced in ELT in Croatia, this research would present robots as digital and interactive tools with potential ideas for implementation in an ELT classroom.

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A sample analysis of the distribution of cohesive devices in maritime legal texts translated from English into Croatian

The paper analyses the use of cohesive elements in Croatian translations of maritime legal texts originally written in English. More specifically, the analysis focuses on the category of causal connectives, which was chosen for several reasons. On the one hand, this category is rather frequent and specific for the legal genre, and on the other, there is a relatively limited number of items that fall into this category, which makes it suitable for corpus study. Furthermore, as these cohesive devices are considered optional in a text, they form perfect grounds for investigating translation tendencies in a specific language pair, particularly the tendency towards explicitation. The paper aims to analyse the shifts in cohesion in Croatian translations of maritime legal texts from English and the background motivation or triggers for such variations. The methodology will be based on a complementary approach, combining corpus quantitative data with a qualitative analysis of examples from the corpus. The first stage of research will include the extraction of quantitative data using the Sketch Engine corpus tool, thus detecting the most frequent causal connectives in both English originals and Croatian translations. These occurrences will then be further analysed in the second stage through a qualitative study, which will examine the prevailing tendencies in the process of translation. The preliminary findings show that there are disparities in the pattern of distribution of causal connectives between the originals and translations, which may be attributed to different factors, e.g. systemic differences, ambiguities, etc. Specifically, the use of causal connectives in the corpus of translations shows a tendency toward implicitation, contrary to the explicitation hypothesis which posits 'an observed cohesive explicitness from SL to TL texts regardless of the increase traceable to differences between the two linguistic and textual systems involved' (Blum-Kulka, 1986). Such research results may provide useful insights to translators engaged in rendering English maritime legal texts into Croatian, particularly regarding the way the above-mentioned cohesive devices contribute to the overall coherence and naturalness of the translated text.

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Je li politika rat, sport ili oboje: o konceptualnim metaforama POLITIKA JE RAT i POLITIKA JE SPORT u suvremenom hrvatskom političkom diskursu

Metafore nisu samo dio jezika, već su važan dio našeg konceptualnog sustava, a našu stvarnost često razumijemo pomoću metafora, što su primijetili već Lakoff i Johnson (1980). Upravo iz tog razloga političari često rabe metafore, svjesno ili nesvjesno, kako bi izrazili svoje ideološke namjere i ciljeve te ne čudi što je politički diskurs bogat konceptualnim metaforama. Cilj je ovog rada analizirati konceptualne metafore POLITIKA JE RAT i POLITIKA JE SPORT u suvremenom hrvatskom političkom diskursu. Kada je riječ o metaforama s cilnjom domenom POLITIKA, u dosadašnjim istraživanjima najviše su istraživane navedene dvije metafore (u američkom političkom diskursu Kövecses (2005; 2010), u talijanskom Semino, Masci (1996), u španjolskom Hellín García (2014), u srpskom Silaški, Đurović, RadićBojanić (2009)). Kako su te metafore još slabo istražene u hrvatskom jeziku (na razini shematične metafore u Gradečak-Erdeljić, Babić (2016) i Stojan, Novak Mijić (2019), a Polić (2019) donosi analizu metafore POLITIKA JE SPORT na podmetafore), odabrane su za analizu ovog rada. Polazna je hipoteza ovog rada da POLITIKA JE RAT i POLITIKA JE SPORT funkcioniраju kao shematične metafore koje se mogu granati na niz specifičnih metafora s različitim pragmatičkim učincima. Metodologija će se temeljiti na teoriji konceptualne metafore (Lakoff, Johnson 1980) i kritičkoj analizi metafore (Charteris-Black 2004; 2011). Koraci u analizi su sljedeći: identifikacija metafora na temelju kriterija jesu li riječ ili fraza uporabljeni u značenju koje se razlikuje od uobičajenog ili temeljnog značenja; interpretacija metafora u kojem se identificirane metafore razvrstavaju u konceptualne metafore; objašnjenje metafora u kojem se opisuju pragmatički učinci metafora. Na kraju će se provjeriti jesu li konceptualne metafore iz rada zabilježene u bazi MetaNet.HR (Despot et al. 2019) i gdje ih se može smjestiti u odnosu na hijerarhiju metafora i odgovarajuće podređene skupine. Korpus čine članci političke tematike većinom u internetskim izdanjima novina i na internetskim portalima. Početno istraživanje ukazuje na to da se primjeri mogu razvrstati u više specifičnih metafora (IZBORI SU RAT/BITKA, POLITIČKE IZJAVE SU ORUŽJE, MEĐUNARODNI ODNOSI SU SPORT). U hrvatskom jeziku malo je istraživanja o tim metaforama te općenito o metaforama s cilnjom domenom POLITIKA pa bi rezultati trebali pružiti detaljnije podatke o tim metaforama, raznim poddomenama te ukazati i na druge izvorne domene osim SPORTA i RATA kojima se konceptualizira politika.

Is politics war, sport or both: conceptual metaphors POLITICS IS WAR and POLITICS IS SPORT in contemporary Croatian political discourse

Metaphors are not just a part of language, they are also an important part of our conceptual system, and we understand our reality in terms of metaphors, as Lakoff and Johnson (1980) noticed. For that reason, politicians often use metaphors, consciously or unconsciously, in order to express their ideological intentions and goals, so it does not come as a surprise that political discourse is rich with conceptual metaphors. The aim of this paper is to analyse conceptual metaphors POLITICS IS WAR and POLITICS IS SPORT in contemporary Croatian political discourse. When talking about metaphors with POLITICS as the target domain, those two metaphors have been thoroughly researched so far in several languages (in American political discourse Kövecses (2005; 2010), in Italian Semino, Masci (1996), in Spanish Hellín García (2014), in Serbian Silaški, Đurović, and RadićBojanić (2009)). Since those metaphors have been scarcely researched in Croatian language (schematic metaphors in Gradečak-Erdeljić, Babić (2016) and Stojan, Novak Mijić (2019), while Polić (2019) analyses the metaphor POLITICS IS SPORT on submetaphors), they are chosen for the analysis in this paper. The starting hypothesis is that POLITICS IS WAR and POLITICS IS SPORT work as schematic metaphors which can be branched out into a range of specific metaphors with different pragmatic effects. The methodology of the paper will be based on the Conceptual Metaphor Theory (Lakoff and Johnson 1980) and Critical Metaphor Analysis (Charteris-Black 2004; 2011). The stages of the analysis are the following: metaphor identification based on the criterion whether a word or phrase is used with a sense that differs from another more common or more basic sense; metaphor interpretation in which identified metaphors are classified into conceptual metaphors; metaphor explanation in which pragmatic effects of metaphors are described. Finally, the conceptual metaphors studied in this paper will be cross-referenced with MetaNet.HR database (Despot et al. 2019) to see if they can be found there and where is their exact place regarding metaphor families and corresponding subfamilies. The corpus is comprised of political articles from (mostly online published) newspapers and online news portals. A pilot study indicates that examples found could be classified into different specific metaphors (ELECTIONS ARE WAR/BATTLE, POLITICAL STATEMENTS ARE WEAPON, INTERNATIONAL RELATIONS ARE SPORT). In Croatian language, there is little research of those metaphors, and metaphors with the target domain POLITICS in general, so the results should provide more detailed information about these metaphors, various subdomains and signal to other metaphors by which politics is conceptualized, beside SPORT and WAR.

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Govornička kompetencija učenika osnovne škole

Funkcionalna uporaba jezika u središtu je interesa suvremenih obrazovnih politika. U nastavi Hrvatskoga jezika to bi značilo pravilnu uporabu standardnoga idioma u različitim funkcionalnim stilovima u govornom i pisanom izričaju. Uporaba suvremenih tehnologija umanjila je interes za čitanje (ili barem čitanje složenijih književnih oblika) te je negativno utjecala i na kvalitetu govornoga izričaja. Pregled o nastavi jezičnoga izražavanja na našim prostorima od 60-ih godina do danas (Visinko, 2010), pokazuje da je satnica (posljedično i kvaliteta) pisanoga izričaja, primarno povezanoga s kvalitetom govornoga, u opadanju. Cilj je ovoga istraživanja ispitati učeničku sklonost prema oblikovanju leksički raznovrsnijega te sintaktički složenijega izričaja. Ispitivanje je provedeno među učenicima 7. i 8. razreda, zvučni zapis je snimljen u računalnom programu za obradu zvuka Audacity, a govor je potom transkribiran. Ispitanici su trebali oblikovati odgovore na istraživačeva pitanja otvorenoga tipa u realnome vremenu koja su uključivala teme iz svakodnevnoga života. Rezultati analize ukazuju da ispitanici načelno ne pokazuju sklonost prema dodatnemu specificiranju obavijesnog sadržaja izričaja te se primjećuje učestala potreba nastavnika intervencije kako bi govornik proširio ili pojasnio postojeći odgovor. S obzirom na to da je riječ o vrlo frekventnim temama i leksemima koji se učestalo koriste u svakodnevnome govoru, razvidno je da učenici pokazuju nedostatak vježbe govorenja te pomanjkanje kreativnosti u govornome izričaju. Razlozi neodgovarajućim govorničkim vještinama mogu se pronaći, između ostalog, u nastavnim sadržajima koji u svojim aktivnostima nesustavno i nedovoljno promoviraju razvoj fluentnoga govora. Rješenja je moguće tražiti primarno u osvještavanju potrebe za sustavnim uvježbavanjem govornoga izričaja, zatim u stručnom ospozobljavanju učitelja o komponentama fluentnoga govora te, slijedom navedenoga, u aktivnome provođenju govornih vježbi u sklopu redovite nastave Hrvatskoga jezika.

Speaking competence of elementary school students

The functional use of language is a key element of contemporary educational policies. In Croatian language teaching this implies a proper use of the standard idiom in different functional styles in spoken as well as in written language. However, the use of modern technologies has diminished the interest in reading (or at least reading more complex literary forms) and has also negatively affected the quality of spoken expression. A review of the teaching of spoken language in our region from the 1960s to the present (Visinko, 2010) shows that the hourly rate (and consequently the quality) of written expression, primarily related to the quality of spoken language, is declining. Therefore, the aim of this research is to examine the students' tendency towards formulating a more lexically diverse and syntactically more complex expression. The research was conducted among 7th and 8th grade students, the speech sample was recorded in a computer audio program Audacity, and then transcribed. The participants were asked to answer the researcher's open-ended questions in real-time, which included topics from daily life. The results of the analysis indicate that the participants generally do not display a preference for further specifying the content of the utterance, and that there is a frequent need for a teacher's intervention for the speaker to expand or clarify the answer. Given that these are very frequent topics and highly frequent lexemes used in everyday speech, it is evident that the students show a lack of speaking skills and a lack of creativity in their utterances. The reasons for inadequate speaking skills can be found, among other factors, in the existing teaching contents that do not systematically and sufficiently promote the development of fluent speech. The solutions can primarily be sought in raising awareness of the need for systematic practice of spoken expression, as well as in the professional training of teachers regarding fluent speech and, consequently, in the active conduct of speaking exercises as part of regular Croatian language teaching.

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Supostavna analiza ovlađanosti razrednim jezikom studenata i nastavnika engleskoga i njemačkoga kao inoga jezika

U izlaganju se predstavljaju i supostavno analiziraju dva istraživanja provedena među nastavnicima pripravnicima i nastavnicima s višegodišnjim iskustvom njemačkoga odnosno engleskoga kao inoga jezika te studentima završne godine nastavnčkoga smjera studija germanistike odnosno anglistike na Filozofskom fakultetu Sveučilišta u Zagrebu. Cilj je istraživanja utvrditi njihovu jezičnu kompetenciju s težištem na razini poznавanja razrednog jezika. Riječ je o posebnom varijetu standardnoga jezika koji se rabi u razrednim situacijama – bilo primarnima, usmjerjenim na ostvarenje nastavnih ciljeva, bilo sekundarnima, koje obuhvaćaju ukupan razredni diskurs (vidi Ehlich i Rehbein 1983). O suvremenosti i važnosti teme za obrazovanje nastavnika svjedoče brojni strani i domaći recentni radovi i istraživanja na temu razrednoga jezika (usporedi primjerice Patekar (2017) i Deters-Philipp (2018) za engleski i Truck-Biljan (2018) za njemački razredni jezik). Istraživanje poznавanja engleskoga razrednog jezika nadovezuje se na istovjetno istraživanje poznавanja njemačkoga razrednog jezika kojega su rezultati predstavljeni na 31. međunarodnom znanstvenom skupu Hrvatskog društva za primijenjenu lingvistiku, održanom u svibnju 2017. godine u Rijeci. Oba se istraživanja oslanjaju na isti instrument: upitnik i dijagnostički test provjere leksičkih, gramatičkih i pragmatičkih sastavnica razrednoga jezika. U oba su istraživanja ispitanici neizvorni govornici njemačkoga odnosno engleskoga jezika kojima je hrvatski materinski jezik, dok su iz istraživanja isključeni izvorni govornici engleskoga odnosno njemačkoga jezika jer se smatra se da su ti ispitanici bili neinstitucionalizirano izloženi stjecanju razrednoga jezika u prirodnom okruženju.

Supostavna je analiza dvaju istraživanja dovela do sljedećih rezultata: 1. suprotno očekivanjima, uključivanje istoga instrumenta za jezične parove hrvatski-njemački i hrvatskiengleski pokazalo se korisnim, 2. utvrđena je razina poznавanja razrednoga jezika za njemački i engleski jezik, 3. utvrđena su specifična gramatička, terminološka i pragmatička područja razrednoga jezika koja studentima i nastavnicima njemačkoga i engleskoga jezika predstavljaju poteškoće. Rezultati istraživanja pružaju informaciju o jezično-pragmatičkim sadržajima kojima u izobrazbi budućih nastavnika njemačkoga i engleskoga jezika valja posvetiti posebnu pozornost u vidu izrade prikladnih studijskih programa i nastavnih materijala.

Contrastive Analysis of Mastering Classroom Language by Students and Teachers of English and German as a Foreign Language

The following presentation focuses on a contrastive analysis of the results of two surveys conducted among Croatian-speaking teachers and students of English and German in Croatia. Study participants included final-year students enrolled in the graduate study programme of teaching English and German as a foreign language at the Faculty of Humanities and Social Sciences at the University of Zagreb as well as novice teachers and teacher mentors. The aim of the paper was to determine the level of their knowledge of classroom language which should be understood as a variety of standard language used in classroom situations – either primary ones, directed towards achieving teaching goals or secondary ones, encompassing the whole classroom discourse (s. Ehlich and Rehbein 1983). Numerous recent foreign and domestic papers on classroom language provide evidence of the importance of this topic in teacher education (cf. Patekar (2017) and Deters-Philipp (2018) for classroom English and Truck-Biljan (2018) for classroom German). This survey builds on a similar study on mastering classroom German whose results were presented at the 31st International Conference of the Croatian Applied Linguistics Society held in Rijeka in May 2017. The same research instruments were used in both studies – a questionnaire and a set of sentences focusing on classroom language. Native speakers of English and German were excluded from both studies considering their previous exposition to classroom language.

The contrastive analysis of the two surveys showed the following results: 1. The use of the same elicitation instruments for the language pairs Croatian-English i.e. Croatian-German has proved to be a surprisingly efficient instrument. 2. The survey has given an important insight into the knowledge level of classroom language among English and German students and teachers in Croatia. 3. The study has also revealed which specific grammar, terminological and pragmatic domains of classroom language cause difficulties to students and teachers of these two languages. The results of the survey provide information about pragmalinguistic elements which should be given attention to in the education of future foreign language teachers regarding designing suitable study programmes and teaching materials.

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Župni arhiv Lokve Rogoznice – izvanjezična riznica jezičnoga

Prema postojećim je državnim i crkvenim zakonskim propisima u Republici Hrvatskoj svaka župa dužna imati (i voditi) matice krštenih, matice vjenčanih i matice umrlih. Dokumenti su to u koje se pažljivo u svim hrvatskim župama već stoljećima upisuju činjenice krštenja, vjenčanja i smrti stanovnika s jednoga prostora. U nekim su hrvatskim krajevima stari župni arhivi dobro (o)čuvani, primjerice na prostoru Istre, znanstveno su valorizirani i predstavljeni široj javnosti. Za neke se arhive uopće ne zna postoje li, brojni su uslijed različitih okolnosti uništeni, oštećeni ili otuđeni, a neki tek čekaju svoje vrijeme kada će postati predmet znanstvenih interesa i istraživanja. Potrebno je svim (sa)čuvanim i dostupnim župnim arhivima pristupati izrazito pažljivo i s ciljanom namjerom, a promatraljući dosadašnja istraživanja srednjodalmatinskih župnih arhiva uglavnom su ona (bila) dijelom znanstvenoga zanimanja povjesničara. U ovome se radu donosi prikaz značaja župnoga arhiva Lokve Rogoznice promatranoga iz pozicije jezičnoga istraživača. Srednjodalmatinska župa Lokva Rogoznica prostorno zauzima uzmorski dio od grada Omiša prema istoku do planinskoga klanca Dubci (prostorno jednostavnije opisano – od Borka iza Omiša do Vrulje, dakle, na razmeđu omiškoga i makarskoga primorja). U njezinu su sastavu naseljena mjesta Lokva, Medići, Mimice, Marušići i Pisak. Prostor je to srednje Dalmacije povjesno i sociološki vrlo zanimljiv, naseljen u davna vremena, s velikim migracijama stanovništva i vrlo zanimljivom jezičnom prošlošću. Za potrebe je rada analiziran dobro (sa)čuvani arhiv župe čija starost datira u 17. stoljeće. Pregledom „stanja duša“ promatrane župe promatra se jezik zastupljen u matičnim knjigama (rođeni, umrli i vjenčani). Vremenski je promatranom arhivskom građom obuhvaćeno razdoblje od 1642. pa do 1948. godine te je za potrebe rada nekoliko ciljeva postavljeno, od kojih su tri središnja: istražiti i opisati jezik u matičnim knjigama župe Lokva Rogoznica (1), usustaviti u istraženim arhivima onomastičke (izrazito jezične) komponente za daljnja (jezična) istraživanja (2) i kao treći cilj – potvrditi / osporiti tezu o značaju izvanjezičnih elemenata (župni arhiv) u jezičnim istraživanjima (3). Arhiv ove župe izabran je za predmet jezičnoga (dijakronijskoga i sinkronijskoga) istraživanja jer sadržajem pokriva dinamičnu izvanjezičnu (geografsku) stvarnost u nekadašnjim granicama između istočnoga (islamskoga) i zapadnoga (kršćanskog) vladanja.

Archive of Lokva Rogoznica Parish – Extralinguistic Treasury of Linguistic Wealth

Under the current state and church laws of the Republic of Croatia, each parish is obliged to have (and maintain) a registry of births, deaths and marriages. Nevertheless, it is important to underline that the tradition of registries, which create and permanently store the records for the above mentioned life events occurring in a particular locality, is a few centuries old. In some parts of Croatia, namely Istria, ancient parish archives have managed to stand the test of time due to a smart maintenance and preservation and have already been scientifically evaluated and presented to the general public. However, there are many others which have, due to various circumstances, suffered either destruction, severe damage or plunder, or whose existence has not yet been discovered, and are, therefore, still waiting to become an object of scientific interest and research. It cannot be stressed enough that in the process of scientific research the preserved and accessible parish archives should be approached with extreme caution and clear intention. Since the previous research dedicated to parish archives in the central Dalmatia was conducted mostly by historians, the contribution of this research lies in the fact that it presents the importance of the archive of Lokva Rogoznica parish from the linguistic point of view. The parish of Lokva Rogoznica occupies the coastal area stretching from the town of Omiš to the Dubci mountain pass, (more precisely, from Borak, the eastern part of Omiš, to Vrulja) and is, thus, situated half-way between Omiš and Makarska coast. It includes the settlements of Lokva, Medići, Mimice, Marušići and Pisak. Due to the fact that this area of the central Dalmatia has been inhabited since very early times, has witnessed great migrations, and boasts an interesting linguistic history as well, it is no surprise that it has always drawn great attention from historians and sociologists. The aim of this paper is, as mentioned earlier, to conduct a linguistic analysis of this well-maintained and preserved parish archive which dates back to the 17th century. However, this research is limited only to the records from 1642 to 1948. More precisely, the aim is threefold: to analyse and describe the language of registers of births, deaths and marriages of Lokva Rogoznica parish (1), to systematise the onomastic (i.e. highly linguistic) elements extracted from the examined archive for further (linguistic) research (2), and to confirm or refute the hypothesis regarding the importance of extralinguistic elements (such as a parish archive) in linguistic research (3). Namely, the archive of Lokva Rogoznica parish is chosen as an object of a linguistic research (both diachronic and synchronic) since it represents a dynamic extralinguistic (geographic) reality given the ancient boarders between the eastern (Islamic) and western (Christian) world.

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Deskriptivnost i etičnost u leksikografiji na primjeru obrade društvenih stereotipa

Jedan od izazova pri sastavljanju rječnika predstavlja opis osjetljivih i pogrdnih riječi i izraza, a među njima se kao osobito problematični ističu oni koji se odnose na određene društvene skupine kao što su rodne, dobne, vjerske, etničke i slično. Uvredljivost takvih izraza može proizlaziti izravno iz njihova značenja ili neizravno iz njihove utemeljenosti na društvenim stereotipima i predrasudama (Schutz 2002). Nadalje, osim u samim natuknicama, stereotipi mogu biti prisutni i njihovu rječničkom opisu. S obzirom na to da stvarna jezična uporaba kakva je dokumentirana u korpusima koji se upotrebljavaju u leksikografskome radu često nije politički korektna, postavlja se pitanje kako u rječnicima opisati potencijalno osjetljiv leksik imajući na umu vjernost korpusu, ali i društvenu problematiku njegove uporabe.

S obzirom na to da je društvena osjetljivost već dugo prisutna u skandinavskoj leksikografiji (Jensen i dr. 2018; Sköldberg 2018), postavlja se hipoteza da se u skandinavskim rječnicima mogu pronaći rješenja primjenjiva u obradi osjetljivih i pogrdnih sadržaja u hrvatskim rječnicima. Na početku rada dat će se kratak pregled postojećih istraživanja o društvenim stereotipima u hrvatskoj i skandinavskoj leksikografiji. Potom će se promotriti obrada odabralih natuknica koje se odnose na manjinske skupine u dvama suvremenim skandinavskim rječnicima: "Den Danske Ordbog" (<https://ordnet.dk/ddo>) i "Svensk ordbok" (<https://svenska.se>). Natuknice su odabrane na temelju dostupnih istraživanja o obradi takvih riječi u skandinavskim rječnicima, podataka o posuvremenjavanju natuknica u rječniku "Den Danske Ordbog" dostupnih na rječničkome portalu ordnet.dk te vlastitoga pretraživanja. Oslanjujući se na spoznaje suvremene leksikografije, korpusne lingvistike i sociolinguistike, analizirat će se odabir natuknica, stilske odrednice, oblikovanje definicija, tip primjera te uporabne napomene. Prikazani primjeri potom će se usporediti s odgovarajućim natuknicama u dvama hrvatskim rječnicima: "Hrvatskome jezičnom portalu" (<http://hjp.znanje.hr>) i "Velikome rječniku hrvatskoga jezika" (Školska knjiga, 2015.). Naposljetu će se spomenuti mogućnost primjene analiziranih rješenja u suvremenome e-rječniku hrvatskoga jezika kao što je "Hrvatski mrežni rječnik – Mrežnik", koji se trenutačno izrađuje u Institutu za hrvatski jezik i jezikoslovje.

Descriptivism and Ethics in Lexicography: the Example of Social Stereotypes

Description of sensitive and derogatory words and expressions can pose a challenge for dictionary editors, and among such content terms related to certain social groups, such as ethnic, religious, gender, age groups and the like, are especially problematic. The offensiveness of such terms may come directly from their meaning or indirectly from their grounding in social stereotypes and prejudices (Schutz 2002). Furthermore, besides in the lemmas themselves, stereotypes may also be found in their description in the dictionary. Given that the language documented in corpora, which are used in lexicographic work, is often not politically correct, the question arises how a potentially sensitive vocabulary could be described in a dictionary when its representation in corpora and social implications of its use are taken into account.

Since social awareness has come to play an important role in Scandinavian lexicography (Jensen et al. 2018; Sköldberg 2018), it is hypothesized that Croatian dictionaries could benefit from models for description of sensitive and derogatory vocabulary that have been applied in Scandinavian dictionaries. In the beginning of the paper, a brief overview of the existing research on social stereotypes in Croatian and Scandinavian lexicography will be given. Subsequently, the description of selected lemmas related to minority groups in two contemporary Scandinavian dictionaries – "Den Danske Ordbog" (<https://ordnet.dk/ddo>) and "Svensk ordbok" (<https://svenska.se>) – will be analyzed. The lemmas will be selected among the available research on lexicographic treatment of such content in Scandinavian dictionaries, the information on updates to "Den Danske Ordbog" available on its website ordnet.dk, as well as through additional search in the dictionaries. The analysis will draw on insights from contemporary lexicography, corpus linguistics and sociolinguistics, and it will focus on lemma selection, stylistic and usage labels, definitions, choice of lexicographical examples and use of explanation boxes. The examples presented will be compared with the corresponding lemmas in two Croatian dictionaries: "Hrvatski jezični portal" (<http://hjp.znanje.hr>) and "Veliki rječnik hrvatskoga jezika" (Školska knjiga, 2015). Finally, a possibility of applying the solutions that have been presented to a Croatian e-dictionary, such as the Croatian Web Dictionary – Mrežnik, which is being compiled at the Institute of Croatian Language and Linguistics, will be considered.

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Sintaktičke sposobnosti djece koja mucaju

Tečan govor ostvaruje se kontinuirano, prema ritmu, visini, naglasku i intonaciji određenog jezika. Kada je tečan govor prekinut ponavljanjima, produljivanjima ili zastojima, javlja se mucanje (Bloodstein i Bernstein Ratner, 2008). Iako ideja o povezanosti mucanja i jezika potiče istraživanja dugi niz godina, rezultati nisu jednoznačni. Neka su istraživanja pokazala da su jezične sposobnosti djece koja mucaju slabije, dok druga nisu utvrdila razlike u odnosu na njihove tečne vršnjake (pregled: Ntourou, Conture i Lipsey 2011). Psiholingvističke teorije mucanja ističu da se teškoće kod djece koja mucaju ne odnose na jezično znanje, već na procese odgovorne za pristup tom znanju. Drugim riječima, dijete koje muca može, unatoč urednom jezičnom znanju, imati poteškoća u prizivanju i integraciji jezičnih elemenata, što narušava njegovu tečnost.

Prvi je cilj ovog rada ispitati razumijevanje i proizvodnju sintaktičkih struktura djece koja mucaju te utvrditi razlike li se one u odnosu na djecu koja ne mucaju, rabeći standardizirani test jezičnog znanja te analizu uzorka narativnog diskursa (pismeni i usmeni). Drugi cilj je ispitati postoji li povezanost sintaktičkih sposobnosti djece koja mucaju i jakosti mucanja.

U istraživanju su sudjelovale dvije skupine ispitanika – djeca koja mucaju (N=15) i djeca koja ne mucaju (N=15), između 7;0 i 11;11 godina (prosječna dob 9;2). Za utvrđivanje jakosti mucanja primjenjen je Stuttering Severity Instrument – Fourth Edition (SSI-4; Riley, 2009). Kao test razumijevanja sintakse upotrijebljen je Test razumijevanja gramatike (TROG-2:HR; Bishop, Kuvač Kraljević, Hržica, Kovačević, Kologranić Belić, 2014). Za pripovjedanje (usmeno i pismeno) upotrijebljena je hrvatska inačica instrumenta Multilingual Assessment Instrument for Narratives (MAIN; Gagarina i sur., 2012; hrvatska inačica Hržica i Kuvač Kraljević, 2012). Izračunata je mjera prosječne duljine komunikacijske jedinice (PDKJ).

Rezultati su pokazali da se djeca koja mucaju ne razlikuju statistički značajno u odnosu na vršnjake na standardiziranom testu TROG-2:HR, kao ni prema PDKJ-u (pismeno i usmeno). No, postoji značajna i srednje jaka povezanost između jačine mucanja i PDKJ-a (pismeno: $p= 0,044$, $r= 0,370$; usmeno: $p= 0,046$, $r= 0,367$). Povezanost se može tumačiti u smjeru utjecaja naprednih jezičnih vještina kao rizičnog čimbenika za pojavu mucanja (Watkins 2005), ali ih je potrebno oprezno interpretirati zbog ograničenja istraživanja (nije se pratilo trajanje i vrsta terapije).

Syntactic skills of children who stutter

Fluent speech is continuous and follows intonation patterns of a certain language. Stuttering occurs when fluent speech is disrupted by a repetition of sounds, syllables, or words, prolongation of sounds and interruptions in speech known as blocks (Bloodstein and Bernstein Ratner, 2008). The results of research on language skills in stuttering are inconclusive. Some showed slower language development in children who stutter (CWS), while others did not observe any differences (overview: Ntourou, Conture and Lipsey 2011). Psycholinguistic theories of stuttering point out that CWS should not show differences in language knowledge, but in accessing that knowledge. In other words, despite showing typical language knowledge, CWS might have difficulties in retrieving and integrating language elements.

The first goal of this study is to examine the syntactic abilities of children who stutter and determine whether they differ from children who don't stutter, using standardized language tests and narrative sample analysis. The second goal is to examine the connection between language abilities and stuttering severity.

Participants were CWS (N=15) and age-matched fluent children (N=15), between 7;0 and 11;11 (average age 9;2). Stuttering Severity Instrument- 4th Edition test (SSI-4; Riley, 2009) was used to determine stuttering severity. Test for Reception of Grammar (TROG-2:HR; Bishop et al., 2014) was used for the comprehension of syntax. The Multilingual Assessment Instrument for Narratives (MAIN; Gagarina et al., 2012; Croatian version: Hržica and Kuvač Kraljević, 2012) was used for obtaining narrative samples (written and oral).

Mean length of communication unit (MLCU) was calculated. Children who stutter did not differ from fluent children on TROG-2:HR and MLCU. However, moderate correlation was observed between stuttering severity and MLCU, both written ($p= 0,044$, $r= 0,370$) and oral ($p= 0,046$, $r= 0,367$). Similar results were obtained by Watkins (2005), who claimed that advanced linguistic skills might be a risk factor for the onset of stuttering (Watkins 2005). Although our results showed a similar trend, some limitations, namely lack of data about the length and type of the therapy received, prevent us to fully accept such interpretation.

Bloodstein, O.; Bernstein Ratner, N. (2008). *A handbook on stuttering*. New York: Thomson.

Ntourou, K.; Conture, E.G.; Lipsey, M.W. (2011). Language abilities of children who stutter: A metaanalytical review. *American Journal of Speech-Language Pathology*, 20(3), 163–179.

Watkins, R. (2005). *Language abilities of young children who stutter*. In: E. Yairi; N. Ambrose (eds.), *Early childhood stuttering: For clinicians by clinicians*. Austin, TX: Pro-Ed, 235–252.

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Jezični i nejezični obrasci kretanja jezika: ultrazvučni dokazi iz hrvatskog

Jedno od središnjih pitanja u razumijevanju govorne proizvodnje jest način na koji jezik mijenja svoj oblik tijekom povezanoga govora. Odgovor na ovo pitanje trenutno nije moguć, jer nije poznato koji su aspekti kretanja jezika pri govoru jezično-specifični (određeni jezičnim pravilima), a koji su aspekti jezičnouiverzalni (određeni biomehanikom, nejezični).

Jedan od dinamičkih obrazaca kretanja jezika za koji se prepostavlja da bi mogao biti biomehanički univerzalan jest i takozvano pivotiranje. Pivotiranje je takvo kretanje jezika pri kojem na jednom mjestu na jeziku ne dolazi ni do kakvog pomicanja, dok se dijelovi iza i ispred tog mirujućeg mesta kreću u suprotnim smijerovima. U biomehanici se pivotiranje smatra pokazateljem visokog stupnja organizacije pokreta, a u kontekstu istraživanja govora važno je jer smanjuje broj stupnjeva slobode hidromorfnih tijela poput jezika.

Utvrđivanje ovakvih temeljnih načela govorne kinematike moguće je samo upotrebom suvremenih instrumentalnih fizioloških tehnika te istraživanjem različitih jezika. Stoga je cilj ovoga rada ultrazvukom vizualizirati pokrete jezika tijekom govora na hrvatskom jeziku te analizirati obrasce kretanja jezika tijekom jedne od najsloženijih skupina konsonanata – afrikata. Ako se utvrdi postojanje dokaza o pivotiranju jezika u hrvatskom, drugi je cilj utvrditi mogu li se neke karakteristike takvog kretanja jezika korisiti u klasifikaciji glasnika i koartikulacijskih obrazaca.

Za potrebe ovog istraživanja korišten je dio govornog korpusa iz istraživačkog projekta KROKO. U istraživanju je sudjelovalo desetero tipičnih govornika hrvatskog jezika, čiji je govor procijenjen najboljim od ukupno 105 govornika. Dob ispitanika bila je između 18 i 24, a bili su uravnoteženi po spolu. Govorni materijal snimljen je eksperimentalnim dizajnom koji je poticao spontani govor. Dinamika jezičnoga kretanja analizirana je u hrvatskim afrikatama /tʃ/ i /tɕ/ u simetričnoj vokalskoj okolini. Oblici i položaji jezika vizualizirani su i statistički kvantificirani programskim paketom AAA.

Rezultati su pokazali da se dokazi pivotiranja jezika tijekom izgovora afrikata /tʃ/ i /tɕ/ mogu naći kod svih ispitanika, ali da izraženost i preciznost pivotiranja nije ista kod svih ispitanika. Analiza je također pokazala da kvantifikacija dinamike i mesta pivotiranja može pomoći u razumijevanju složenih govornih procesa poput koartikulacije. Rezultati su raspravljeni u kontekstu aktualnih teorija o koartikulaciji i jezičnoj kinematici.

Language-specific and language-universal patterns of tongue motion: ultrasonic evidence from Croatian

One of the central issues in speech production is how the tongue changes its shape and position during speech. This issue is complicated by the fact that it is unknown which patterns of the tongue dynamics are language-specific and which are language-universal.

The pivot pattern is presumably one of the universal patterns of tongue kinematics. It is the point along the midsagittal cross-section of the tongue at which there is no motion, while at the same time sections behind and in front of this motionless point move in the opposite directions. This pattern indicates a high level of movement organisation, which can occur in hydrostats such as the tongue, when a reduction of the degrees of freedom is required.

The investigation of basic patterns of tongue movement such as the pivot pattern is made possible by the use of instrumental physiological techniques such as the ultrasound and by comparing data from different languages. Therefore, the aim of this investigation is to use ultrasound tongue imaging in order to analyse patterns of tongue movement in one of the most complex consonant types in Croatian – the affricates. Possible pivot patterns will be classified according to the position of the pivot point and according to its timing within the affricate. The potential of pivot point quantification for consonant type classification and coarticulation explanation will also be investigated.

The speech material was extracted for the CROCO corpus. Ten typically speaking Croatian adults aged between 18 and 24 took part in the investigation. Their speech was rated as best among the total of 105 candidates. Ultrasound and acoustic data were recorded while participants were in a communicative situation which facilitates spontaneous speech. Tongue dynamics was analysed in Croatian affricates /tʃ/ and /tɕ/ in a symmetrical vowel context. The quantification and the visualisation of the tongue dynamics were performed via the AAA software.

The results showed that pivot patterns during /tʃ/ and /tɕ/ can be found in all speakers and that the degree of pivoting varies between speakers. The analysis showed that pivot patterns can be used to quantify coarticulatory processes. The results are discussed in terms of coarticulation theory and tongue kinematics models.

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**Prostorno-vremenske metafore i percepcija prostora i vremena u talijanskoj i španjolskoj
frazeologiji**

Vrijeme i prostor dio su izvanjezične stvarnosti, a doživljaj ovih dviju kategorija u jeziku se izražava različitim jezičnim jedinicama. Iako se vrijeme i prostor kao primjeri najvažnijih konceptualnih domena ljudskog mišljenja međusobno ne mogu zamjenjivati, upravo leksikalizirane jedinice ovih dviju dimenzija upućuju na međusobnu povezanost prostora i vremena u jeziku. Načini leksikaliziranja koncepata poput vremena i prostora tema su brojnih promišljanja u okviru teorije konceptualnih metafora. Prema Lakoff i Johnsonu (2015: 107), iskustvo vremena prirodna je vrsta iskustva koju gotovu u cijelosti razumijevamo pomoću metafore, odnosno putem oprostorenja vremena. Drugim riječima, vrijeme ne doživljavamo neposredno pa ga stoga i ne konceptualiziramo u njegovim pojmovima, već posežemo za leksičkim sadržajem iz domene prostora i kretanja kroz prostor (primjerice metaforama VRIJEME JE PROSTOR i VRIJEME JE OBJEKT KOJI SE KREĆE). Casadei (1996: 106) smatra kako je lingvističko i psiholingvističko zanimanje za istraživanje prostorne domene uvjetovano činjenicom da je riječ o ključnom primjeru međuodnosa jezičnog i kognitivnog sustava uvjetovanog izvanjezičnim iskustvima. Polazeći od pretpostavke da je vrijeme apstraktan koncept podložan subjektivnom doživljaju i uvjetovan kulturološkim i civilizacijskim čimbenicima, u radu se razmatraju frazemi u talijanskom i španjolskom jeziku u kojima se vremenski odnosi izražavaju metaforama čija se semantika referira na prostornu domenu. Prisutnost prostorno-vremenskih metafora u frazeološkom fondu talijanskog i španjolskog jezika analizira se na primjerima prikupljenim iz općih i frazeoloških rječnika talijanskog i španjolskog jezika. Pritom se pojam frazem koristi kao hiperonim za frazeme u užem i u širem smislu, a kao polazište za kognitivni način analize, studija F. Casadei (1996). U radu će se pokušati utvrditi u kojoj je mjeri percepcija vremena u talijanskom i španjolskom frazeološkom fondu posredovana materijalnim (prostornim) koordinatama (usp. Opašić 2011). U razmatranim jezicima i opisanim frazemima bilježi se veliki broj sličnih jezičnih izraza, dok su različitosti prisutne u manjem broju primjera.

**Spatio-temporal metaphors and the perception of space and time in Italian and Spanish
phraseology**

Time and space are a part of the non-linguistic reality, and the experience of these two categories in language is expressed by means of different linguistic units. Although time and space are not interchangeable being the most important conceptual domains of human thought, it is precisely the lexicalized units of these two dimensions that point to the interconnectedness of space and time in language. The lexicalization of concepts such as time and space is the object of numerous studies within the theory of conceptual metaphors. According to Lakoff and Johnson (2015: 107), the experience of time is a natural kind of experience that is fully understood through metaphor, that is, by expressing the concept of time through the concept of space. In other words, we do not experience time directly and therefore do not conceptualize it in its terms, but instead we use lexical content from the domain of space and movement through space (for example, TIME IS SPACE and TIME IS A MOVING OBJECT). Casadei (1996: 106) considers that linguistic and psycholinguistic interest in the exploration of spatial domain is conditioned by the fact that it is a key example of the interrelationship between the linguistic and cognitive systems which is conditioned by extra-linguistic experiences. Starting from the assumption that time is an abstract and subjective concept which is conditioned by cultural and civilizational factors, this paper discusses Italian and Spanish idiomatic expressions in which temporal relations are expressed by metaphors referring to the spatial domain. The presence of spatio-temporal metaphors in the phraseological fund of Italian and Spanish is analyzed on the basis of examples collected from the general and phraseological dictionaries of Italian and Spanish. We use the term idiom in a narrower as well as in a broader sense while the analysis itself is based on the study by F. Casadei (1996). The aim of this paper is to establish to what extent the perception of time in Italian and Spanish idioms is mediated by the material (spatial) coordinates (cf. Opašić 2011). The collected corpus of Italian and Spanish idioms demonstrates significant similarities while differences are only minor.

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Gender differences in English for Specific Purposes reading

Non-native reading has been studied extensively for decades. However, research into gender differences in non-native reading is relatively rare even though it demonstrates gender as one of the variables affecting metacognitive awareness of reading strategies as well as reading comprehension itself (Ehrman i Oxford, 1989, Yazdanpanah, 2007, Corpas Arellano, 2013). Non-native reading motivation is also a scarcely charted territory in need of much investigation. Non-existence of such research including the field of English for Specific Purposes (ESP) prompted us to conduct the current study, the first of this kind in Croatia.

The aim of the study was to determine gender differences in ESP reading of first semester law students at a Faculty of Law in Croatia. It was hypothesised that statistically significant differences between female and male participants will be determined in English reading motivation, metacognitive awareness of reading strategies, and reading comprehension in favour of female participants.

The study was conducted during the first two weeks of the English for Legal Purposes course. 53 female and 25 male students participated reflecting the overall ratio of students enrolled at the Faculty. In order to ensure data triangulation, a mixed-method approach was chosen for the study (Mackey and Gass, 2005). Demographic data, reading strategies data, and motivation data were collected, reading comprehension test administered, 12 female and 6 male participants interviewed. Five instruments were used to obtain both quantitative and qualitative data. Quantitative data was loaded onto SPSS version 20, and qualitative data was analysed using the inductive approach (Mackey and Gass, 2005). It was determined that female participants have significantly greater motivation to read in English and use significantly more reading strategies than male participants. However, these differences did not lead to a significant difference in the reading comprehension test. Possible reasons will be provided by presenting detailed analysis of the qualitative data and implications for future research discussed.

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Višejezičnost u Vodolazkinovom romanu *Brisbane*

U radu se analizira funkcija višejezičnosti u romanu *Brisbane* suvremenoga ruskoga pisca Yevgenya Vodolazkina. Polazeći od terminološke odrednice višejezičnosti prema teorijama A. Čuvakina, u radu se definira i razgraničava ova, ali i njoj slične pojave. Funkcionalno-semiotički pristup omogućuje analizu interakcije među likovima koji govore na ruskome i ukrajinskom jeziku kao pripadnici ruske, odnosno ukrajinske kulture ili, jednostavno, kao predstavnici obje kulture istodobno. Razmatraju se dalje elementi različitih semiotičkih sustava, u prvome planu verbalna komunikacija, a djelomično i ona neverbalna. Dvojezičnost je dio iskustva Vodolazkina s doživljavanjem svijeta formiranoga kroz odrastanje i školovanje u ukrajinskom Kijevu. Autobiografski elementi prepoznaju se u životnoj geografiji junaka Gleba.

Glavni junak nikada nije bio u australskome Brisbaneu, a razloge čestoga spominjanja u intervjuima objašnjava klimatskim razlozima, odnosno, a prema ruskim mjerilima, vječnim ljetom.

Autor u romanu polazi od pretpostavke kako ruski čitatelji razumiju ukrajinski jezik te stoga izvorno, ukrajinskom grafijom, navodi ukrajinska imena, dijaloge, brojalice i druge iskaze. Ne nudi pritom prijevod na ruski jezik. Dio se radnje odvija u Ukrajini gdje se pojavljuju neki dvojezični likovi čime je postignut efekt autentičnosti. Vodolazkin svojim likovima prepušta zapažanja i komentiranja razlika u gramatičkome rodu pojedinih imenica u ukrajinskom i u ruskome jeziku čime je, dakako, objašnjena razlika između dvaju društava. Jedan je od ciljeva ovoga rada dati kratak pregled drugih poznatih ruskih i svjetskih pisaca koji su govorili i pisali na više jezika i koji su dobro poznavanje jezika (is)koristili za karakterizacije likova i opisa određenih društvenih krugova u određenome vremenu. Uz teorijski je doprinos rada, a u pogledu definiranja pojma višejezičnosti na primjeru korištenja ruskoga i ukrajinskoga jezika, na primjeru književnoga djela poznatoga i višestruko nagradivanoga ruskoga pisca, ponudena i analiza neverbalne komunikacije u romanu (ton, boja glasa, glazba, mimika, geste i opisi prostora). Verbalni opis mimike, koja prati govor likova, doprinosi efektu emocionalnosti i izražajnosti njihovoga govora. Uz to se na kraju donose i zabilježeni elementi u romana koji ukazuju na snažan filološki portret samoga autora Jevgenija Vodolaskina.

Multilingualism in *Brisbane* by Eugene Vodolazkin

The paper analyses the function of multilingualism in the novel *Brisbane* written by a contemporary Russian writer, Eugene Vodolazkin. Starting from the definition of the term *multilingualism* by Chuvakin, the paper theoretically defines and delineates this and similar phenomena. The functionalsemiotic approach allows the analysis of the interaction of characters speaking Russian and Ukrainian, who are members of the Russian, Ukrainian, or both cultures at the same time. The paper discusses the elements of different semiotic systems, and that implies not only verbal, but partially non-verbal communication as well. Bilingualism is a part of Vodolazkin's life experience and his experience of the world. Those experiences are partially formed by his growing up and studying in Kiev. The autobiographical elements can be recognized in Glebs' life geography.

The main character has never been to Brisbane, Australia, but he explains the ground for mentioning Brisbane so often in the interviews by reasons related to climate, i.e. where there is 'eternal summer' by Russian standards.

The author assumes that Russian readers understand the Ukrainian language and he cites Ukrainian names, dialogues, counting rhymes and other expressions – in Ukrainian. However, he translates into Russian the words which he believes may be ambiguous for the readers. A part of the plot takes place in Ukraine, and some of Vodolazkin's characters are bilingual, which creates an effect of authenticity. Vodolazkin gives the freedom to his characters to notice and comment on the differences in the grammatical gender of some nouns in Ukrainian and Russian, which also serves as an explanation of the differences between the two societies.

The paper also offers a short review of other well-known writers from Russia and worldwide who spoke and wrote in two or more languages and used their own knowledge of language in the characterization of literary figures and descriptions of certain social circles in the given period.

Beside the theoretical contribution in terms of defining the term *multilingualism* exemplified by the usage of Russian and Ukrainian language in the novel *Brisbane*, written by a well-known and severaltimes rewarded Russian writer and philologist, the paper also provides an analysis of non-verbal communication in the novel, such as: the tone and texture of the voice, music, mime, gestures and spatial description. The verbal description of mime accompanying the speech of the characters in the novel intensifies the effects of emotionality and expressivity of their speech.

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Kao nebo i zemlja: nekoliko biblijskih leksičkih binoma u hrvatskome i u drugim europskim jezicima

Leksički su binomi frazemska podvrsta prepoznatljiva po osobinama koje su tipične za sve frazeme, ali su na osobit način prisutne u binomima. Posrijedi su višeječne tvorbe tj. složeni leksemi, uglavnom leksikalizirani, manje ili više stabilne frazeološke sveze koje nerijetko odlikuje idiomatičnost. Sastoje od dvaju jednakovrijednih elemenata koji su ponajčećma povezani sastavnim veznikom i, rjeđe nekim drugim veznikom ili čak prijedlogom, uz manji broj bezvezničkih tvorbi nastalih asindetskim povezivanjem. Valja također spomenuti i manji broj primjera sastavljenih od triju ili čak četiriju elemenata koji su rijetki u hrvatskome kao i u drugim europskim jezicima, a nazivaju se trinomima i kvadrinomima.

Binome, trinome i kvadrinome u suvremenim europskim jezicima odlikuje čvrsta struktura. Slijed sastavnica u hrvatskome i u drugim europskim jezicima danas je uglavnom strogo određen, irreverzibilan. I u slučaju reverzibilnosti nerijetko se daje prednost jednomu slijedu. Leksičko-semantičku koheziju binoma nerijetko pojačava i uporaba stilskih figura od kojih su najzastupljenije rima i aliteracija.

Posljednjih godina bilo je u europskim okvirima nekoliko frazeoloških istraživanja posvećenih proučavanju leksičkih binoma sa strukturnoga stajališta (Masini 2006), s funkcionalnoga stajališta (Benigni 2012) te sa strukturnoga i semantičkoga (Luque Nadal 2017). U najnovije vrijeme dijakronijska istraživanja dodatno rasvjetljuje nastanak i razvoj binoma otkrivajući manje čvrstu strukturu u prošlosti, tj. veću varijantnost i reverzibilnost nego danas (Burger 2012).

Frazeološko i paremiološko blago europskih jezika obiluje frazemima i paremijama koje vuku podrijetlo iz biblijskih ili pak iz patrističkih tekstova, nabožne književnosti, liturgijskih tekstova, pjesama, molitava itd. Među brojnim poslovicama, izrekama, frazemima biblijskoga podrijetla otkrivamo i određeni broj leksičkih binoma biblijskoga podrijetla preuzetih u opći jezik i prisutnih u brojnim europskim jezicima.

Cilj je ovoga rada metodom supostavne raščlambe na temelju korpusa binoma ekscerpiranih iz jednojezičnih i višejezičnih općih i frazeoloških rječnika obraditi nekoliko leksičkih binoma, kao primjerice (kao) nebo i zemlja, koji su ušli u opći jezik, a potječu iz Biblije ili iz vjerskih tekstova. Analizirani primjeri pokazuju da su biblijski leksički binomi, kao i znatno manje brojni trinomi ili kvadrinomi, dio europske kulturne baštine te se uvelike rabe u hrvatskome kao i u drugim europskim jezicima.

Like heaven and earth: some biblical lexical binomials in Croatian and in other European languages

Lexical binomials are phraseological units that share common features with all idioms, but have some peculiar characteristics. They are complex lexemes, consisting of more words, and are usually lexicalized and represent more-or-less stable phraseological units that are often characterized by idiomaticity. Binomials are sequences of two equivalent elements, belonging to the same word class, most of which are connected by the coordinating conjunction and, less frequently by another conjunction or even a preposition, including also a smaller number asyndetic formations. It is also worth mentioning that not only sequences of two elements, but also sequences of three or even four elements (i.e. trinomials and quadrinomials) can be found, although very rarely, in Croatian as well as in other European languages.

In modern European languages binomials, trinomials and quadrinomials are characterized by their stable structure. The order of constituents in Croatian and in other European languages is mostly fixed and irreversible. In the case of reversibility, a determined word order is usually preferred. The lexical-semantic cohesion of binomials is often enhanced by the use of stylistic figures, among which the most frequent are rhyme and alliteration.

In recent years, in Europe there have been published a number of phraseological studies dedicated to the study of lexical binomials from a structural point of view (Masini 2006), from a functional point of view (Benigni 2012), and from a structural and semantic one (Luque Nadal 2017). More recently, diachronic research has further shed light on the origin and development of binomials, revealing a less stable structure in the past, i.e. greater variability and reversibility than today (Burger 2012).

The phraseological and paroemiological treasure of European languages abound in idioms and proverbs that derive from biblical or patristic texts, religious literature, liturgical texts, songs, prayers, etc. Among many proverbs, sayings, idioms of biblical origin, we find some binomials that are commonly used in European languages.

The aim of this paper is to analyse contrastively several examples of the corpus of binomials extracted from monolingual and plurilingual general and phraseological dictionaries, such as heaven and earth, which have entered common language from the Bible or religious texts. The analysed examples show that biblical binomials, as well as much less numerous trinomials or quadrinomials, are a part of European cultural heritage and are largely used in Croatian as well as in other European languages.

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The Relevance of Context in L2 Unfamiliar Idiom Comprehension

The present study investigates to what extent the effect of context is responsible in facilitating the L2 idiom comprehension. Forty students of Italian as a foreign language (L1 Croatian) will complete the comprehension tests consisting of unfamiliar metaphorical idioms in the L2 which will be presented with and without context. By today, a large amount of studies described and analysed factors that influence recognition and comprehension of idioms in native language, and in the last twenty years the same topic was investigated also for the L2 idiom comprehension. However, many of these studies differ in methodology (eye-tracking, control L1 groups, comprehension tests), in the object and ultimately the corpus of the study (processing literal vs. metaphorical recognition, unfamiliar vs. familiar idioms, typology of idioms). Through carefully designed questionnaire in this study we exclude all possible factors that can influence the idiom comprehension and isolate the context factor in the results. Given that in previous research (2018) we have collected the Italian L2 highly unfamiliar, opaque idioms and idioms without absolute and partial formal equivalent in Croatian language, as essere al verde, essere in gamba, essere nato con la camicia we can now psycholinguistically analyse to what extent the appropriate context can infer the correct comprehension of Italian L2 idioms.

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What's on your mind?: How prefixes affect 'misliti'

Cognitive verbs describe the thinking processes of interlocutors and their main purpose is to inform the interlocutor about the individual's 'inner world'. This 'inner world' exists in our minds and one of its main characteristics is that our interlocutor(s) cannot perceive it with their senses. It is not accessible via direct insight and this is the reason why a big part of our daily linguistic interactions is directed precisely at revealing and understanding of the processes that take place in our minds. The issue of how we talk about these processes and how we describe them is interesting and important because it reveals how we conceive of complex cognitive activities that are not accessible to our senses (sight, hearing, smell, etc.). In case of flective languages, to which Croatian belongs, it is particularly interesting to observe how prefixes affect the meaning of such verbs, i.e. the semantic contribution of prefixes. In this paper we focus on the basic cognitive verb – *misliti* ('to think') – and we analyse the meanings of the verbs that are derived from it by prefixation. In Croatian, this verb can be prefixed with the following prefixes: *do-*, *iz-*, *na-*, *po-*, *pro-*, *raz-*, *s-*, *u-*, *za-* and *pre-do-*, and its imperfective form can also be prefixed with *pre-*. The meanings listed in the contemporary dictionaries of Croatian are compared to the usage on the basis of the HrWaC corpus. The goal is to develop a semantic network of all the verbs that are derived from *misliti* by prefixation.

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Diskurs tržišta u visokome obrazovanju: primjer jednoga sveučilišta

Tržišne aktivnosti ušle su u neke dijelove društva koji tržištu prije nisu bili izloženi te su utjecale na društvene i profesionalne odnose. Društvene promjene odrazile su se na sam diskurs i najčešće se očituju u miješanju formalnih i neformalnih stilova i na leksičkoj i na sintaktičkoj razini te u promjeni u poretku diskursa, koju Fairclough naziva „sintetička personalizacija“, a koja predstavlja simulaciju privatnoga, konverzacijskoga diskursa u javnoj domeni. Te su promjene odraz zadiranja diskursa iz područja privatnoga života u domenu društvenih institucija i vezane su za barem prividan pomak društvene moći od pružatelja usluga ka potrošaču u sve snažnijoj tržišnoj konkurenciji, gdje se borba za konzumenta očituje i u diskursu.

U ovome istraživanju namjeravamo ispitati je li društvena pojava marketizacije ušla u diskurs javnoga visokog obrazovanja u Hrvatskoj samo u svrhu isticanja reputacije, kvalitete studija i pozicioniranja sveučilišta ili se studente novim diskurzivnim praksama tretira kao kupce koje se persuazivnim jezičnim sredstvima navodi na kupnju usluge.

Teorijski i analitički pristup primijenjen u radu temelji se na kritičkoj analizi diskursa prema kojoj jezik je vid društvenog djelovanja koje se odvija u nekom društvenom i povjesnom kontekstu, stoga se i može u potpunosti shvatiti samo ako se promatra unutar tog konteksta.

Primjenom ovoga pristupa usmjerit ćemo se na promjene diskurzivne prakse jednoga javnog sveučilišta kako bismo ustanovili jesu li povećani broj visokoškolskih ustanova i studija te konkurenca među njima utjecali na promjenu i pomak diskurzivnih praksi prema većoj persuazivnosti izričaja. Usaporedit ćemo jezična sredstva korištena u predstavljanju ponude i opisa studija, rada, ciljeva i odnosa prema studentima.

U istraživanju, kao izvore podataka, analiziramo vodiče za studiranje tiskane tijekom deset godina (od 2004. do 2015. godine) te mrežne stranice istoga sveučilišta koje su zamjenile tiskane materijale. Pritom ćemo proučiti dijakronijske promjene diskurzivnih praksi u tiskanim materijalima te ih usporediti s diskursnim odgovorom mrežnih stranica na društvene okolnosti. Istraživanje i rezultati trebali bi pokazati kako je sveučilište tijekom godina različitim jezičnim sredstvima mijenjalo ne samo način informiranja nego i samopredstavljanja s ciljem izgradnje svoje javne uloge te privlačenja studenata i finansijskih sredstava.

Marketing discourse in Croatian higher education: a university case study

Marketing activities have permeated some society segments that were not formerly exposed to market forces, and, as such, have influenced social and professional relations. Social changes have affected public discourse and are manifested in mixing features of formal and informal registers, both at lexical and syntactic levels, and in an order of discourse change, called “synthetic personalization” by Fairclough, which represents a simulation of private, conversational discourse in public domain. These changes reflect the entry of private discourse forms into the domain of public institutions and are tied to at least an illusory shift of social power from a service provider to a customer in a fiercely competitive environment, where struggle for every consumer is manifested in discourse as well.

This paper investigates whether the phenomenon of marketization has entered Croatian higher education discourse with a view of promoting and highlighting the quality of universities and positioning them within society, or whether new discursive practices and language devices are used with potential students, addressed as consumers, with a view of persuading them to buy a certain service.

The theoretical and analytical approach applied in this paper draws on critical discourse analysis which sees language as social practice within a social and historical context; therefore, this practice can be fully comprehended only if observed within this context.

Using a critical discourse analysis approach, this paper studies the changing discursive practices at a Croatian public university over a period of time in order to establish whether an increased number of higher education institutions and competition among them have brought about a shift of discursive practices toward a higher persuasiveness of utterances. We will compare and contrast language devices used in providing candidates with information about courses and programs offered, about goals and relations with students.

As a source of data, university prospectuses are used, printed over a ten-year period (2004-2015), as well as the official webpages of the university which have replaced printed materials.

We will study diachronic change in discursive practices of printed materials against the discourse of webpages, created in response to changing social circumstances. This research and results should demonstrate how the university in question has changed not only the mode of presenting information but also the mode of self-promotion in order to shape its public role and to attract students and financial means.

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Tipološki prikaz gramatičko-funkcionalnih obilježja konstrukcije se faire + infinitiv i njezinih hrvatskih ekvivalenta

U žarištu je ovoga izlaganja francuska konstrukcija (se) *faire + infinitiv* (u nastavku (S)FI) iz očista hrvatskih govornika francuskog jezika. Zahvaljujući svojem širokom značenjskom spektru, (S)FI je iznimno frekventna konstrukcija u suvremenom francuskom jeziku (usp. Le Bellec 2014), dok hrvatski jezik ne raspolaze funkcionalno istovjetnim sintaktičkim mehanizmom. Naime, (S)FI kao glagolska dijateza iskazuje faktitivno, kauzativno i pasivno značenje, uključujući nekoliko prijelaznih varijanti s mogućnostima dvojne interpretacije. Zbog izražene ekspresivne funkcije, (S)FI se ponajviše susreće u publicističkim tekstovima i u svakodnevnom govoru. Svestrana praktična primjenjivost (S)FI istaknuta je odlika te konstrukcije, pa stoga hrvatski govornici francuskoga imaju poteškoća pri opojmljivanju (S)FI, na što su već ukazala dosadašnja istraživanja (primjerice Damić Boač 1995 i Sinčić 2018). Namjera je ovog izlaganja ponuditi hrvatskim govornicima francuskog jezika novi teorijski okvir za opojmljivanje (S)FI. Predstavit će se supostavna tipološka sistematizacija morfosintaktičkih i leksičkih sredstava hrvatskog jezika koja se u francuskome ostvaruju konstrukcijom (S)FI. U prikaz će se uključiti i pragmalingvistički definirane jezičnouporabne situacije u hrvatskom jeziku koje upućuju na uporabu (S)FI u francuskome. Supostavna tipološka sistematizacija temelji se na rezultatima istraživanja o dosezima opojmljivanja (S)FI koje je autorica provela među govornicima hrvatskoga kao prvog jezika. Riječ je o ispitanicima koji francuskim jezikom vladaju na razini B1-B2 jer oni još nisu imali prigode svjesno i sustavno ovladati konstrukcijom (S)FI. U izlaganju će se vrlo kratko prikazati metodologija i rezultati provedenoga istraživanja jer je ono već 2019. predstavljeno na međunarodnom znanstvenom skupu. U novom je izlaganju naglasak na tipološkom prikazu spektra značenjsko-uporabnih obilježja konstrukcije (S)FI s njezinim hrvatskim ekvivalentima prikazanim na sintaktičkoj, semantičkoj i pragmalingvističkoj razini. Rezultati istraživanja predstavljaju prinos hrvatsko-francuskim supostavnojezičnim spoznajama u području glagolskih konstrukcija.

A Typological Overview of the Grammatical and Functional Values of the French Construction se faire + infinitive and its Croatian Equivalents

The aim of this presentation is to outline the French construction (se) *faire + infinitive* (hereinafter (S)FI) from the point of view of non-native Francophones speaking Croatian as a first language. Given the wide spectrum of meanings which can be expressed by the construction, (S)FI is very common in contemporary French (cf. Le Bellec 2014), whereas in Croatian there is no construction endorsing a comparable repertoire of semantic values. In French, the verbal diathesis (S)FI can express factitive, causative and passive meanings, as well as some transitional meaning varieties with ambiguous interpretation possibilities. Due to its prominent expressive communicative function, (S)FI is widely used in public media and everyday speech. The pragmatic versatility of (S)FI makes it difficult to conceptualise by Croatian-speaking Francophones. This has already been proved in previous research (Damić Boač 1995 and Sinčić 2018).

The presentation intends to offer a new theoretical frame for the conceptualisation of (S)FI by Croatian-speaking Francophones. It will propose a contrastive typological overview of the morphosyntactical and lexical means in the Croatian language that can be realised by (S)FI. Additionally, the overview is going to include pragmalinguistic situations pointing towards the utilisation of (S)FI in French. The typological systematisation is based on the results of a recent research measuring to what extent Croatian-speaking Francophones conceptualise (S)FI spontaneously. Participants included in the previous study had no prior opportunity for a systematic and conscious acquisition of (S)FI (CEFR-level B1/B2). In the current presentation the methodology and results of this former research are going to be briefly outlined as they have already been presented at an international linguistic conference in 2019. While the aforementioned presentation was focused on the conceptualisation-degree of Francophones with Croatian as L1, the new one attempts to point out an all-embracing typology of morphosyntactical, semantic and pragmatic properties of (S)FI contrasted to its Croatian equivalents. The research results intend to contribute to Croato-French contrastive linguistic insights into verbal constructions.

Damić Boač, D. (1995). Difficultés de la langue française vues par les croatophones: FAIRE + L'INFINITIF, in: *Strani jezici*, 3-4, 123-132.

Le Bellec, Ch. (2014). Quand la causative et la réflexive se rencontrent... Les différentes valeurs de la construction en se faire. *Praxiling UMR 5267 CNRS – Montpellier*: Université Paul-Valéry.

Sinčić, B. (2018). *Francuska konstrukcija faire + infinitiv i njezini prijevodni ekvivalenti u hrvatskom jeziku. Izricanje kauzativnosti u hrvatskom jeziku*. Diplomski rad. Filozofski fakultet Sveučilišta u Zagrebu.

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Gramatički metajezik i gramatički opisi u latinskim i hrvatskim jezikoslovnim priručnicima

U radu će se usporediti opis pojedinih gramatičkih struktura u raznim hrvatskim jezičnim priručnicima iz različitih razdoblja, od prve hrvatske gramatike Bartola Kašića do suvremenih gramatika, s opisom u latinskim gramatikama. Kao polazna se gramatika za latinski jezik uzima Latinska gramatika Gortana, Gorskoga i Pauša (2015). Polazi se od hipoteze da se hrvatski i latinski gramatički opisi na nekim razinama razlikuju, ali i da je hrvatski metajezik pod snažnim utjecajem latinskog gramatičkog metajezika. Provedenom se analizom pokušava utvrditi mjeru u kojoj je polazna hipoteza točna i to u različitim razdobljima te se pokušavaju odrediti razlozi drukčijega opisa pojedinih podudarnih oblika. Također će se utvrditi u kojoj je mjeri struktura latinskih gramatika (npr. Alvaresove gramatike) utjecala na gramatički opis hrvatskoga jezika. Analizom će se utvrditi nepodudaranja te će se pokušati odrediti razlozi tih nepodudaranja. Istraživanje je nastalo u sklopu projekta Retrodigitalizacija i interpretacija hrvatskih gramatika do ilirizma – RETROGRAM (IP-2018-01-3585), kojemu je voditeljica Marijana Horvat. Građi se pristupa s pomoću kontrastivne i deskriptivane analize nazivlja ekscerpiranoga iz analiziranih gramatika. Kao polazište za analizu u obzir su uzeta prethodna istraživanja hrvatskih gramatika, osobito radovi Katičić, Šrepel, Stolac, Štefanić, Pranjković, Vlastelić, Horvat. Posebna je pozornost posvećena sintaksi rečenica jer se na toj razini najviše razlikuju sintaktički opisi hrvatskoga i latinskoga s obzirom na činjenicu da je u starijim gramatikama sintaktički opis najčešće zahvaćao samo razinu sintagma, a obrade rečenica uglavnom nije bilo (usp. Tafra 1993:141). Utvrđuje se da je vjerojatan razlog za različite opise zavisnih rečenica u hrvatskome i latinskom činjenica da u ranijim latinskim gramatikama nije bila obuhvaćena sintaksa rečenice, nego se sintaksa usvajala čitanjem uzornih autora (npr. Cicerona). Rad se bavi jednim od triju pravaca istraživanja povjesne sintakse – analizom sintaktičkih opisa u hrvatskim gramatikama (Stolac 2004: 31–32). Cilj je rada utvrditi razlike između hrvatskoga i latinskoga gramatičkog jezika, ali i analizom gramatičkih priručnika osvijetliti i sociolinguističku sliku latinsko-hrvatske dvojezičnosti te utvrditi izvanjezične utjecaje na gramatologiju tih dvaju jezika.

Grammatical metalanguage and description in Latin and Croatian linguistic manuals

The description of various grammatical structures in different Croatian linguistic manuals from different periods will be analyzed. The analysis will start with the first Croatian grammar book written by Bartol Kašić and will consider selected grammar books to the modern times. These descriptions will be compared to the ones in Latin grammar books. The reference grammar book for Latin will be *Latinska gramatika* by Gortan, Gorski, Pauš (2015). The hypothesis is that Croatian and Latin grammatical descriptions differ to some extent, but at the same time, that Croatian grammatical metalanguage is under a strong influence of Latin grammatical metalanguage. The goal of the analysis is to determine the accuracy of the initial hypothesis in general and in different periods. Also, the goal is to determine the reasons behind different descriptions of equivalent structures and forms. The author tries to determine whether Latin grammar books have influenced Croatian grammar books and to what extent (e.g. grammar book of E. Alvares). The differences between Latin and Croatian grammatical descriptions and metalanguage will be determined as well as reasons for these differences. The research is conducted within the ongoing project Retrodigitalization and Interpretation of Croatian Grammar Books before Illyrism – RETROGRAM (IP-2018-01-3585), led by Marijana Horvat. The methodology of this research is descriptive and contrastive. The terminology of the selected grammar books is compared. The starting point for the analysis is previous research done for example by Katičić, Šrepel, Stolac, Štefanić, Pranjković, Vlastelić, Horvat. Special attention is given to sentence syntax. On the syntactic level the descriptions of Croatian and Latin differ considerably, since in older grammar books the description was mostly only on the level of syntagma, and not on sentence level (cf. Tafra 1993:141). It is determined that the probable reason for different descriptions of the dependent clause in Latin and Croatian is the fact that earlier Latin grammar books did not describe the sentence level, and syntax was taught by reading the selected authors (e.g. Cicero). The paper deals with one of the three types of research of historical syntax – the analysis of the syntactical description in Croatian grammar books (Stolac 2004:31–32). The aim of the paper is to determine the differences between the Croatian and the Latin grammatical metalanguage, but also to enlighten the sociolinguistic image of Latin-Croatian bilingualism and to determine the nonlinguistic factors that have influenced grammatology of these two languages.

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Tafra, B. (1993). *Gramatika u Hrvata i Vjekoslav Babukić*. Zagreb: Matica hrvatska.

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Odstupanja u pisanom diskursu inojezičnih govornika hrvatskoga

Novija glotodidaktička istraživanja ističu važnost jezičnih odstupanja u učenju inoga jezika. Odstupanja se tako više ne smatraju pogreškama koje ukazuju na nizak stupanj lingvističkoga znanja, već pozitivnošću koja ukazuje na razvijen jezični osjećaj. Takvo shvaćanje utjecalo je i na promjene u njihovu tretmanu pa se u nastavi inoga jezika napušta njihovo bespogovorno ispravljanje. Naprotiv, pojava odstupanja upućuje na to da inojezični govornici razmišljaju o jeziku kao sredstvu sporazumijevanja te verbaliziranja misli i osjećaja.

U ovome radu analizirat će se jezična odstupanja u pisanom diskursu inojezičnih govornika hrvatskoga. Korpus za istraživanje čini 60 sastavaka. Svim ispitanicima znanje hrvatskoga procijenjeno je na B1 razinu prema ZEROJ-u. Njihovi su materinski jezici njemački, poljski, engleski, češki, španjolski te ruski/ukrajinski. Odstupanja će se u analizi podijeliti na međujezična te na unutarjezična. Međujezična – ili prijenosna – su odstupanja koja nastaju kao posljedica prijenosa elemenata iz materinskoga jezika čime nastaje međujezično polje (U gradu je stress (...). Puno ljudi ima depressije. ...) kada živiš i radiš u metropolis). Previše ljudi, previše autos... Nije atractivni... (...), ljudi samo bacaju svoj garbić u vodi...). Tomu doprinosi činjenica da je u učenju inoga jezika semantičnost važnija od gramatičnosti, pragmatičnost od normiranosti, razvoj komunikacijske kompetencije prethodi jezičnoj. Broj takvih odstupanja obrnuto je proporcionalan sa stupnjem usvojenosti inoga jezika, odnosno njihov se broj smanjuje kako se povećava znanje inoga jezika. Odnos prema njima mijenja se nekoliko puta tijekom novije povijesti glotodidaktike; najprije su se smatrala „greškama“, odnosno znakovima da govornici nisu dovoljno naučili neki jezik. Potom se većina odstupanja počela pripisivati utjecaju prvoga jezika, a danas se smatraju normalnom sastavnicom međujezika i uobičajenim dijelom procesa učenja jezika. Dok su međujezična odstupanja uzrokovana „ometanjem“ materinskog jezika, unutarjezična odstupanja mogu se još nazvati i razvojnima, a na njihov nastanak utječu ovi postupci: pojednostavljenje, generalizacija, analogija, hiperkorrektnost te izbjegavanje (...onda može trenirati u sportivnih klubova, može seći u zoologski vrt, lakšije je upoznati nove osobe. Osjećam se bolje na selu, gdje mogu trčiti, šetati i hodati...).

U radu će se popisati i opisati odstupanja, predložit će se njihova klasifikacija te tretman na inojezičnoj nastavi.

Deviations in written discourse of non-native speakers of Croatian

Recent research in second language teaching highlights the importance of linguistic deviation in second language acquisition. Deviations are no longer seen as errors reflecting a low level of linguistic knowledge, but as a positive phenomenon reflecting a developed linguistic feeling. This has brought about a change in the way deviations are treated, and their unquestioning correction in second language teaching is being abandoned. Quite the contrary, the phenomenon of linguistic deviation indicates that second language speakers think about language as a means of communication and verbalization of thoughts and feelings.

This paper analyses linguistic deviation in the written discourse of second language speakers of Croatian. The research corpus consists of 60 written compositions. The knowledge of Croatian of all the participants has been assessed at B1 level according to CEFRL. The participants' first languages are German, Polish, English, Czech, Spanish, and Russian/Ukrainian. In the analysis, the deviations are divided into interlingual and intralingual ones. Interlingual, or transfer deviations, are the ones occurring as a consequence of transfer of elements from the first language, producing an interlingual field (*U gradu je stress* 'There is stress in the city' (in Croatian, it is spelled with a single s: *stres*)... *Puno ljudi ima depressije*. 'A lot of people have "depressije" (depression-gen.sg. or acc.pl.; in Croatian it should be *depresiju*, acc.sg.)...' *kada živiš i radiš u metropolis* 'when you work and live in the metropolis' (should be: *metropoli*)... *Previše ljudi, previše autos* 'too many people, too many "autos" (automobiles/cars; should be: *auta*)'... *Nije atractivni* 'It is not "attractivni" (attractive; should be: *atraktivran*)'... *Ljudi samo bacaju svoj garbić u vodi* 'people just throw their garbage into the water' (Croatian: *smeće*)). Contributing to this is the fact that in second language learning, semantic aspects are more important than grammatical ones, pragmatic aspects override the normative ones, and communicative competence precedes the linguistic one. The number of such deviations is inversely proportional to the level of second language acquisition, i.e. their frequency drops as one's knowledge of the second language grows. The attitude towards such deviations has changed several times during the more recent history of second language teaching. First they were considered as "errors", i.e. indications that the speakers have not learned a language to a satisfying level. Then most deviations were beginning to be attributed to the influence of the first language, and today they are considered to be a normal element of the interlanguage and a regular part of the language learning process. Whilst interlingual deviations are caused by the "interference" of the first language, the intralingual deviations (which can also be called developmental deviations) are caused by the following processes: simplification, generalisation, analogy, hypercorrectness, and avoidance (...onda može trenirati u sportivnih klubova 'then he/she can train in sports clubs' (correct: *sportskim klubovima*), može seći u zoologski vrt 'you can go to a zoological garden' (correct: *zoološki*), lakšije je upoznati nove osobe 'it is easier to meet new people' (correct: *lakše*), Osjećam se bolje na selu, gdje mogu trčiti, šetati i hodati 'I feel better in the countryside, where I can run, stroll and walk' (correct: *osjećam*, and *trčati*).

This paper lists and describes the deviations, proposes their classification and the way they are to be treated in second language teaching.

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Hrvatska visokoškolska jezična skripta i ideologija – pogled u prošlost

U radu se istražuje suodnos metodologije izrade nastavnih materijala za visoko obrazovanje, jezične politike i državnoga ideološkoga okvira na primjeru hrvatskih visokoškolskih skripata iz 1970-ih. Autorom im je Radovan Vidović, naslovljena su Orthoepsko-ortografske vježbe: primjeri najčešćih gramatičkih i stilskih pogrešaka u suvremenom svakodnevnom jeziku (1974. i 1978.), a bila su namijenjena studentima splitske Pedagoške akademije. Objavljena su u razdoblju nakon Deklaracije o nazivu i položaju hrvatskog književnog jezika 1967., sloma hrvatskoga proljeća 1971. i donošenja novoga republičkoga Ustava 1974. kojim se oslužbenio naziv hrvatski književni jezik. Sedamdesetih i osamdesetih zabilježene su negativne reakcije na pojedine jezične priručnike upravo zbog isticanja hrvatskoga naziva u naslovima ili uskrate odobrenja takvim djelima da se mogu rabiti u školama. Osamdesetih su također oblikovani republički institucijski elaborati i drugi napisи којима se upozorava na 'nacionalističke pojave u jeziku', posebice se ukazuje na jezik pojedinih osnovnoškolskih i srednjoškolskih udžbenika.

Tekstni predlošci na kojima se u Vidovićevim skriptima vježba naglasna norma te primjeri gramatičkih i stilskih pogrešaka kojima ilustrira jezičnu praksu uspoređuju se s onima iz dvaju Vidovićevih jezičnih savjetnika objavljenih u istom razdoblju (1969. i 1983.). Promatra se sadržaj tekstnih predložaka i jezičnih primjera, to jest zrcale li ondašnje društveno-političke okolnosti ili su neutralni prema izvanjezičnoj zbilji (teorijski okvir prema Johnsen 1993 te Hewings i Hewings 2005). Pokazuje se da su jezični primjeri u visokoškolskim skriptima izrazitije ideološki obojeni, stoga po toj značajki odudaraju od onih koje Vidović bilježi u svojim savjetnicima. Rasvjetljuju se mogući izvanjezični uzroci takvu izboru primjera upravo za visokoškolsku nastavu.

Slična dosadašnja istraživanja izvješćuju o političkim ideologemima u hrvatskim školskim priručnicima objavljivanima neposredno nakon Drugoga svjetskoga rata (Grčević i Baković 2017), raščlanjuju izvore na kojima se temelje sintaktički opisi/propisi u hrvatskim gramatikama od sredine 19. do potkraj 20. stoljeća kao poveznice sa širim društvenim i političkim kontekstom (Badurina i Pranjković 2016) te pokazuju što se o izvanjezičnom kontekstu doznaće iz korpusa tekstova na kojima se normiraju interpunkcijska pravila u pravopisima hrvatskoga i crnogorskoga jezika (Badurina i Pranjković 2017). Cilj je ovoga istraživanja pridonijeti rasvjetljivanju nedovoljno poznata odnosa jezika i ideologije u visokoškolskoj nastavi sedamdesetih godina 20. stoljeća..

Mimeographed University Course Materials and Ideology – a Glimpse into Croatia's Past

This paper examines the complex relations between compiling higher education linguistic materials, language policy and state ideology. It analyses Croatian mimeographed university course packets titled Orthoepic-Orthographic exercises: examples of the most common grammatical and stylistic errors in contemporary everyday language (1974 and 1978), written by Radovan Vidović and intended for students of the Academy of Pedagogy in Split. They were published in the period after the Declaration on the Name and Status of the Croatian Literary Language in 1967, a breakdown of the Croatian Spring movement and the adoption of the new Constitution in 1974, which legalized the name Croatian literary language. In the 1970s and 1980s, negative reactions occurred to certain linguistic manuals precisely because of the Croatian name in their titles or such manuals were denied approval for the use in schools. In the 1980s, institutional studies and other inscriptions were warning of 'nationalist phenomena in language', in particular highlighting the language of elementary and secondary school textbooks.

The texts for orthoepic exercises and examples of linguistic errors in the manual are compared with those in Vidović's two language advice books (published in 1969 and 1983). We examine whether the content of these texts and linguistic examples reflects the socio-political context of the time or is neutral to extralinguistic reality (theoretical framework according to Johnsen 1993 and Hewings and Hewings 2005). The results show that linguistic examples from university course materials are more saturated with ideological elements. In this feature, they differ from those recorded by Vidović in his language advice books. Possible extralinguistic causes for such a choice of examples for higher education are highlighted.

Similar studies report on political ideologemes in Croatian post-World War II textbooks (Grčević and Baković 2017); analyse examples of sentences illustrating syntactic descriptions/rules in Croatian grammars (from mid-19th to 20th ct.) as links to a broader social and political context (Badurina and Pranjković 2016); reveal extralinguistic information provided by the content of the sentences used to prescribe punctuation rules in the orthography books of Croatian and Montenegrin (Badurina and Pranjković 2017). This paper explores the lesser-known relations between language and ideology in Croatian higher education in the 1970s.

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Visual metonymy in English textbooks for young learners

Exclusively monomodal communication is rarely to be found nowadays. Visual and verbal expressions have successfully worked together in the majority of discourse types, including textbooks, with the aim of influencing the attitude and motivation when it comes to interpreting the message. The paper will explore instances of visual metonymy in English textbooks for young learners (grades 1-4) approved by the Ministry of education, science and sport in Croatia. (Visual) metonymy is generally used to structure, represent and reason about the world, and alongside with other visual aids it is a hugely important instrument in young learners' second language acquisition and learning, since they start formal education with limited or nonexistent reading knowledge. Metonymy is in general qualitatively simpler than conceptual metaphor (Rundblad and Annaz 2010), it requires less cognitive effort to process and is therefore more salient in textbooks for children. The research on visual metonymy in textbooks is scarce, but previous studies on visual metonymy in picture books for children (Guizarro 2015), as well as research on metonymy in second language learning and acquisition (Littlemore 2009), indicated its important role in both these fields of author's interest. The occurrences of visual metonymy in the approved textbooks will be collected, analysed and grouped according to the metonymic target (actions, emotions, occupations, etc.) and to the grade the textbook is intended for. The results will show which concepts appear most commonly as metonymic targets in the visual form in the textbooks, and, taking into account the previous research in this field, attempt to determine their appropriateness for the chronological, mental and cognitive age of the children. Also, the function of the visual metonymies will be identified, i.e. to what teaching and semantic purpose are the most common instances of visual metonymies used in English textbooks (emphasis, putting in perspective, evaluation, interpretation, intensification/minimization, connotation, highlighting, drawing attention, providing missing information, humour, etc.).

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Estetika šoka – aporija jezičnog i izvanjezičnog u Marulićevim epigramima

U radu se istražuju problemi povezanosti i sukobljenosti dostupnih podataka o životu Marka Marulića i njegovih glasowskikh stihova, tematski i stilski raznovrsnih epigrama koji su otkriveni tek krajem 20. stoljeća, a bacaju potpuno novo svjetlo na Marulićeve tematske izvore. Promotrit će se informacije o Marulićevu životu koje je zapisao njegov prijatelj i suvremenik Frane Božićević Nataša u kontekstu Marulićeva stvaralaštva. Kao jedno od djela koje je inauguriralo Marulića kao gotovo svetačku pojavu u hrvatskoj književnosti istaknut će se *Evangelistar*, s osvrtom na stilističko čitanje Nevena Jovanovića. Istraživački problem izvanjezične prirode opreka je u Marulićevim dvama stilovima života – onom kršćanskom, asketskom, koji je postao opće mjesto hrvatske književnosti i uvod u njegova moralno-teološka djela, a s druge strane u legendarnoj Constantinijevoj epizodi o Maruliću kao o razvratnom ljubavniku kojega je smrt druga po bludnom zločinu nagnala na obraćenje i okajavanje grijeha. Ta druga, nedovoljno osvijetljena strana Marulićeva života poslužit će kao novo uporište za iščitavanje religioznih djela u kontekstu kršćanskog pokajanja. Relativno nedavno otkriven kodeks Sveučilišne knjižnice u Glasgowu u izdanju Darka Novakovića sadrži sto četrdeset jedan Marulićev epigram s prijevodom, kazalima, komentarima i pogovorom. Novakovićevom pomnoj sadržajnoj i filološkoj analizi dodat ćemo stilističko čitanje s osvrtom na najčešća stilска sredstva kojima je Marulić postizao različite funkcije. Promatrati ćemo odnos snažne figurativnosti i retoričke vještine na ograničenu prostoru epigrama. Kao najvažnije mjesto Marulićevih novootkrivenih epigrama istaknut ćemo estetiku šoka koja u čitatelju može nastati zbog izvanjezične aporije moralnog života temeljenog na kršćanskom nauku te informacija o razvratnim mladenačkim epizodama zbog kojih je skoro izgubio život. Druga će snažna opreka biti osvrt na neke Marulićeve religiozne stavove iznesene u *Evangelistar* koji se snažno opiru rječniku, tematiki i uzorcima ponašanja koji su izneseni u izabranim epigramima glasowskikh stihova. Cilj je rada ukazati na dvojnu narav Marulićevih djela koju potvrđuje postojanje ljubavnih, satiričnih, pa čak i sasvim nepristojnih stihova u epigramima, a koji stoje u opreci s Marulićevim djelima utemeljenima na strogom moralizmu kršćanskih svjetonazora.

Aesthetics of shock – the apory of linguistic and extralinguistic in Marulić's epigrams

This paper deals with the problems of connection and conflict between the available data on Marulić's life and the work known as Glasgow verses. Those thematically and stylistically diverse epigrams were discovered at the end of the 20th century and revealed Marulić's topics unknown before. This paper will briefly discuss the information on Marulić's life in context of his work, recorded by Frane Božićević. We will also mention *Evangelistar*, one of the literary works that established Marulić as an almost saint-like figure, focusing on the stylistic reading by Neven Jovanović. The exploratory subject of the extralinguistic nature is the obvious contrast between Marulić's two lifestyles, the first being that of a Christian, ascetic, which served as an introduction to his moral-theological works, and the second one, acquired through the legendary Constantini's episode about Marulić as a debauchery lover who converted after the death of his comrade. The latter, insufficiently illuminated side of Marulić's life, will serve as a new starting point for reading his religious works in context of Christian repentance. The codex of the University of Glasgow Library contains 141 epigrams, together with translation, indices, commentary and epilogue. This paper will provide a stylistic reading leaning on Novaković's philological analysis, referencing the most common figures of speech that Marulić used in order to achieve various functions. Moreover, this paper will observe the relationship between strong figurativeness and rhetorical skillfulness in a limited form of epigrams. As the most important site of Marulić's epigrams, we highlight the aesthetics of shock that the reader may experience due to the extralinguistic apory of his moral life based on Christianity and its teachings. Another strong contradiction will be exposed through referencing some of the author's religious views expressed in *Evangelistar*, which strongly oppose the vocabulary, topics and behavioral patterns expressed in the selected epigrams. The aim of the paper is to point out the dual nature of Marulić's works confirmed by the existence of love, satire and even lewdness in the Glasgow verses, which are in discord with Marulić's works based on the strict moralism of the Christian views.

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Pristupi učenju i poučavanju hrvatskoga jezika u osnovnoškolskim udžbenicima izrađenima po novom kurikulu

Promjene nastavnih planova i programa uobičajeno prate nova udžbenička izdanja. Koncem siječnja prošle godine u Hrvatskoj je u sklopu nacionalnoga kurikula donesen predmetni kurikul za Hrvatski jezik – Kurikulum nastavnoga predmeta Hrvatski jezik, po kojem se postupno, kako se kurikul uvodi u škole, izrađuju novi udžbenici. S obzirom na to da su prvi takvi udžbenici nedavno objavljeni, u uporabi su od školske godine 2019./2020., vrijedno je istražiti što oni donose u pristupu poučavanju hrvatskoga jezika. Stoga je u ovome radu provedena analiza udžbenika hrvatskoga jezika za peti razred osnovne škole, njih šest, od kojih je jedan integrirani udžbenik hrvatskoga jezika i književnosti u kojem se sukladno predmetu rada promatralju dijelovi posvećeni hrvatskomu jeziku. Dosadašnjim istraživanjima udžbenika hrvatskoga jezika koja su pokazala kako se hrvatski jezik učio i poučavao uglavnom su obuhvaćeni udžbenici objavljeni u 20. stoljeću, pa je ovaj rad i svojevrstan nastavak prethodnih istraživanja.

U radu se polazi od pretpostavke da se u analiziranim udžbenicima očituje komunikacijski i kompetencijski pristup koji teži stavljanju na uporabno znanje i razvoj jezično-komunikacijske kompetencije učenika, što se promiče i u suvremenoj nastavi hrvatskoga jezika i u Kurikulumu. Primijenjena je metoda kvalitativne analize sadržaja s ciljem utvrđivanja i objašnjavanja načina na koje se promatrani metodički pristupi odražavaju u ispitivanim udžbenicima, i to: u strukturiranju udžbenika i udžbeničkih jedinica, u probiru jezičnih i komunikacijskih sadržaja, u izboru tekstnih predložaka. Pozornost je također posvećena uporabi jezikoslovnoga nazivlja. Analizom je potvrđena početna pretpostavka o zastupljenosti komunikacijskoga i kompetencijskoga pristupa u novim udžbenicima, ali se u odražavanju tih pristupa na promotrene pokazatelje zapažaju znatne razlike. Razlika ima i u uporabi jezikoslovnoga nazivlja. Iako primjena suvremenih pristupa u nastavi hrvatskoga jezika uvelike ovisi o nastavniku, udžbenici usmjeruju i upućuju na to što razumijevamo pod pojmom suvremene nastave. U tom smislu provedeno istraživanje može uputiti na to koliko se u najnovijim udžbenicima, a udžbenici su i danas bitno nastavno sredstvo u jezičnoj nastavi, odražavaju suvremeni pristupi učenju i poučavanju hrvatskoga jezika.

Approaches to Croatian language learning and teaching in textbooks for primary school consistent with the new curriculum

Curriculum changes are usually accompanied by new textbook editions. At the end of January last year, the curriculum of the subject Croatian Language was adopted in Croatia as a part of the national curriculum, according to which new textbooks are being gradually developed as the curriculum is introduced into schools. First such textbooks have been published recently, they have been in use since the school year 2019-2020; therefore, it is worth exploring what they bring to the Croatian Language teaching approach. This paper analyses six Croatian Language textbooks for the fifth grade of elementary school. One of them is an integrated textbook of Croatian language and literature; however, following the subject of the paper, only sections referring to the Croatian language are examined. Previous similar studies mainly covered textbooks published in the 20th century, so this work is a continuation of previous research.

The initial hypothesis is that the analysed textbooks show communicative and competency-based approaches that focus on the useful knowledge and development of pupils' linguistic and communicative competence, which is promoted in the contemporary Croatian Language teaching and the Curriculum. The qualitative content analysis method was applied to identify and explain how the observed methodological approaches are reflected in the textbooks: in the structuring of textbooks and textbook units, in selecting language and communicative contents, in selecting texts. The use of linguistic terminology is also examined. The analysis confirmed the initial hypothesis that communicative and competency-based approaches are present in new textbooks, but considerable differences are observed when the approaches reflect on analysed indicators. There is also a difference in the use of linguistic terminology. Although the use of contemporary approaches in Croatian language teaching largely depends on the teacher, the textbooks direct and indicate what we understand by the term contemporary teaching. This research can point to the extent to which modern textbooks, while still being an essential teaching tool in language teaching, reflect contemporary approaches to learning and teaching the Croatian language.

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Emerging Speech-to-Speech Translation Technologies – A Disruption or a Solution to the Multilingual Challenge?

Emerging speech to speech translation technologies (S2S), such as S2S translation apps and gadgets, are one of the most recent technological advances in the field of translation technologies (Seligman & Waibel 2019, Seligman, Waibel & Joscelyne 2017). These solutions typically consist of three components: automated speech recognition (ASR), machine translation (MT) and text-to speech synthesis (TTS). This paper presents the results of a performance assessment of selected automatic speech-to-speech translation technologies in delivering real-time, domain-unlimited translation of natural conversation for the language pair English-Croatian and Croatian-English. The aims of the research are: 1) to assess the accuracy of automated speech recognition using WER (word error rate) compared to reference transcription, 2) to identify issues with speech recognition (such as range, noise, disfluencies, domain type, accent, speed, and latency), 3) to determine restrictions and technological limitations of selected solutions using user feedback (interface, ergonomics, userfriendliness) and 4) to assess the accuracy of translation and naturalness of text to speech synthesis, using human fluency and adequacy judgements and BLEU scores. Research results obtained in this study are comparable to the results recorded by Hamon et al. (2007) and Tzoukermann and Miller (2018), and can be used to guide further developments in S2S solutions.

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Prostorne kategorije u semantičkim okvirima zrakoplovstva

Ontološka organizacija kojega strukovnog područja proces je koji obuhvaća i širok pregled čitavoga područja i definiranje konkretnih kategorija. Drugim riječima, za uspostavljanje ontologije kategorija prema kojima će se određivati strukovni pojmovi, osobito kad je riječ o radu u leksičkom resursu kao što je terminološka baza ili baza znanja, potrebno je predviđjeti i međusobno povezati različite tipove konceptualnih kategorija.

Za razliku od tradicionalno postavljenih rječnika ili terminoloških baza, definiranje kategorija znanja s pomoću semantičkih okvira omogućuje dinamičniji pristup obradi i prikazu nazivlja (Faber 2015), no međusobni odnosi okvira i njihovih elemenata podliježu ipak u većoj mjeri hijerarhijskom ustroju nego u obradi općega jezika (Ruppenhofer i dr. 2010).

U bazi *AirFrame* u kojoj se obrađuje nazivlje iz područja zrakoplovstva u obliku međusobno povezanih semantičkih okvira elementi okvira definirani su prema tipovima kategorija na koje se odnose. Temeljna je podjela vršnih kategorija na entitete, procese i attribute, koji se dalje dijele na niže, specifičnije razine i definiraju prema modelu zajedničkih obilježja (León Aráuz, Faber i Montero Martínez 2012, Gil-Berrozpe, León-Araúz i Faber 2019). U ovom će se radu analizirati kategorije koje se odnose na prostor, poput LOKACIJE, POČETNE_LOKACIJE i ZAVRŠNE_LOKACIJE, PUTA, PROSTORA, PODRUČJA, POZICIJE, GRANICE i dr. Prikazat će se zrakoplovni pojmovi koji su njima definirani (npr. *aerodrom*, *zračni prostor*, *ruta*, *letna putanja*, *terminal*), njihovi međusobni semantički odnosi te njihovo leksičko ostvarenje u obliku zrakoplovnih naziva. Analizom kategorija koje u zrakoplovstvu određuju različite prostorne odnose prikazat će se povezanost izvanjezičnoga i jezičnoga.

Spatial categories in semantic frames of aviation

The ontological organization of a specialized domain is a process that includes both an overview of the whole domain and determining particular categories. In other words, in order to determine an ontology of categories according to which domain concepts are defined, especially when working in a lexical resource such as a terminological or knowledge database, one needs to predict and mutually link different types of conceptual categories.

As oppose to work in more traditionally oriented dictionaries or terminological databases, defining knowledge categories in the form of semantic frames means a more dynamic approach to managing and presenting terminology (Faber 2015). However, frame and frame elements' relations in specialized resources usually require a hierarchical structure more than the frames in a general language resource do (Ruppenhofer et al. 2010).

AirFrame is a lexical database in which aviation terminology is defined in the form of mutually linked semantic frames, while frame elements are defined according to the types of conceptual categories they refer to. The basic top level categories include entities, processes and attributes, which encompass more specific category levels defined according to the models of shared characteristics (León Aráuz, Faber and Montero Martínez 2012, GilBerrozpe, León-Araúz and Faber 2019). This paper analyses spatial categories like LOCATION, INITIAL_LOCATION, FINAL_LOCATION, PATH, SPACE, AREA, POSITION, LIMIT, etc. Aviation concepts defined according to them are also included (e.g. *aerodrome*, *airspace*, *route*, *flight path*, *terminal*), as well as their semantic relations and their lexical realizations, i.e. terms. The analysis of categories referring to different spatial relations in aviation intends to show the connection of linguistic and interlinguistic knowledge.

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Artificial intelligence and cognitive aspects

Today's technology has achieved incredible results, which would have seemed impossible to us ten years ago. Today's engineers, designers, linguists, sociologists, psychologists, and many others are working hard to reach the cutting edge in technology – and that is, for now, the artificial intelligence. What exactly is artificial intelligence? How can artificial intelligence be defined at all? These are questions that arise from the topic, but the answers are the ultimate goal that researchers are trying to reach. Today's pinnacle of artificial intelligence is certainly the robot called "Sophia", a social humanoid robot activated in 2016 and developed by Hanson Robotics, a Hong Kong based company. The main goal of this project is to create a robot human-like to the point that you do not have the impression and the feeling of talking to a robot while interviewing Sophia. Therefore, the goal is to create a cognitive being motorically and emotionally similar to a human. But what have scientists achieved so far regarding the cognitive aspects of the robot itself and what aspects from a linguistic point of view are still missing? What role do linguists play in this whole story? And will the human species ever achieve a cognitively similar system to the human one? These questions will guide me through this research, since it requires a great amount of information from scientific fields such as psychology, linguistics, sociology, informatics, technology, etc. We must not forget that linguistics plays a big part in this story, because apart from our intellect, our ability to communicate in a very complex but logical way that gives us the personality of human beings and sets us apart from other living species. This research will be based on the analysis of the robot Sophia – the interviews conducted with it, analysing the cognitive and linguistic abilities it possesses, and addressing the difficulties of the aforementioned abilities and the future of artificial intelligence itself within the framework of linguistics. We must not discount the fact that artificial intelligence is our future, and therefore the future of linguistics as a science, as will be proven in this research as well.

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Helena Pavletić

Sveučilište Jurja Dobrile u Puli

Grijeh u hrvatskoj leksikografiji

Kršćanski su nazivi duboko ukorijenjeni u leksik hrvatskoga jezika, što je rezultat višestoljetne tradicije stvaranja hrvatskoga kršćanskog nazivlja i njegove stalne uporabe. Religija je uz jezik, umjetnost i kulturu važan dio baštine čovječanstva, stoga je i znatan broj kršćanskih naziva dijelom općega jezika jer se religiozno iskustvo kao sastavni dio društvenoga života pojedine zajednice iskazuje upravo s pomoću jezika.

U radu promatramo nazive koji su u pojmovnoj vezi s leksemom grijeh u kršćanskoj tradiciji. Taj univerzalni teološki pojam u vezi je s konceptualizacijom ostalih naziva koji su važnim dijelom kršćanskoga nazivlja. U kontekstu prikaza leksikografskoga pristupa obradbi leksema u struci i općemu jeziku uspoređuju se nazivi u terminološkim i općim priručnicima.

Polazišni je korpus terminološka građa (Hrvatska kršćanska terminologija 1976, Leksikon ikonografije, liturgike i simbolike zapadnog kršćanstva 1979, Religijski leksikon 1999, Mali religijski rječnik 2006) iz koje su ekscerptirani nazivi čiji se sadržaj vezuje uz pojam grijeha. Odabrani se nazivi potvrđuju i u suvremenim jednojezičnicima (Veliki rječnik hrvatskoga standardnog jezika 2015, Veliki rječnik hrvatskoga jezika 2003 i Rječnik hrvatskoga jezika 2000). Usporedbom odabralih naziva u terminološkim i općim priručnicima uočavaju se pomaci u značenju i uporabi naziva. Razgraničenje terminološke i neterminološke uporabe oprimjeruje se potvrdama naziva iz mrežnoga korpusa (hrWac).

Analiza odabralih naziva potvrđuje način strukturiranja specijaliziranoga znanja. Predočavanje se apstraktnih pojmove u religijskome leksiku često ostvaruje nazivima koji se preuzimaju u opći jezik te zbog važnosti pojma i s tim u vezi stalne uporabe često zadobivaju metaforičko značenje.

S druge strane, u prikazivanju se religijskih pojmove zbog lakšeg razumijevanja koriste leksemi općega jezika u specijaliziranom značenju. I ti su nazivi važna poveznica strukovnoga i općega leksika.

Provedena analiza potvrđuje postojanost kršćanskih naziva u jezičnoj realizaciji: i danas su temeljni segment predočavanja pojmove koji pripadaju ne samo religijskome, nego i kulturnome kontekstu u hrvatskome jeziku.

The Word Sin in Croatian Lexicography

Christian terms are deeply rooted in the lexis of the Croatian language, which is the result of a centuries-long tradition of creating Croatian Christian terminology and its continuous use. This paper examines terms which are conceptually connected with the lexeme sin in the Christian tradition. This universal theological concept is associated with the conceptualization of other terms which constitute an important part of Christian terminology. In the context of illustrating the lexicographic approach to the analysis of lexemes in subject-specific and general language, the selected terms from terminological and general handbooks will be compared.

The primary corpus is the terminological material (Croatian Christian Terminology, 1976; Lexicon of Iconography, Liturgy and Symbolism in Western Christianity, 1979; Religious Lexicon, 1999; The Small Religious Dictionary, 2006) from which terms have been excerpted whose content is associated with the concept of sin. The selected terms are also confirmed by modern monolingual dictionaries (The Great Dictionary of the Standard Croatian Language, 2015; The Great Dictionary of the Croatian Language, 2003). By conducting a comparison between the selected terms in the terminological and general handbooks, one notices the changes of meaning and the changes in the use of those terms. The distinction between terminological and non-terminological use is exemplified and confirmed by terms from the web corpus (hrWac).

The analysis of the selected terms confirms the manner in which specialized knowledge is structured. Representation of abstract concepts in the religious lexis is often achieved by means of terms adopted into the general language which, due to the importance of such terms and their consequent frequent use, often assume a metaphorical meaning.

On the other hand, in representing religious concepts, the specific meaning of general language lexemes is often used to facilitate understanding. Those terms serve as another important connection between the subject-specific and general lexis.

The conducted analysis confirms the persistence of Christian terms in language realization: even today they are a basic segment of representation of terms which, in the Croatian language, belong not only to the religious but to the cultural context as well.

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Regiolectni idiomi na granici između dijalekta i standardnoga hrvatskog jezika

Jezik nije uvijek monolit sustav. U njemu se očituju različite inačice te odstupanja u odnosu dijalekt-standard uvjetovane unutarjezičnim i izvanjezičnim čimbenicima koje karakterizira „uredna odnosno strukturirana heterogenost“ (Bayley, 2013). Takve se jezične pojavnosti nazivaju varijetetima, zbiljskim jezičnim konstruktima bliskima objektivnoj stvarnosti.

Cilj je istraživanja na sinkronijskoj razini utvrditi i opisati obilježja dvaju hrvatskih regiolektova (slavonski, zagrebački), u odnosu prema matičnim dijalektima (štokavski, kajkavski) te prema hrvatskome standardnome jeziku. Pritom se svi razgovorni idiomi ostvaruju kao dijatopijske varijacije. Prostorni kriterij određuje tip varijeteta koji pokazuje prepoznatljivu regionalnu obojenost, ali ne sadrži izrazite dijalektizme. Riječ je o varijantama govorenoga hrvatskoga jezika koji više nije dijalekt, ali nije ni standard.

Korpus istraživanja činilo je šezdeset ispitanika ($N = 60$), različitih po dobi, spolu i stupnju obrazovanja. Kao instrument korišten je strukturirani intervju u trajanju od pet minuta. Najprije su prikupljeni demografski podatci, a zatim je sa svakim ispitanikom proveden usmjereni razgovor. Tijek intervjuja je sniman, transkribiran i unesen u NooJ – računalni program za korpusnu analizu teksta. Željelo se utvrditi leksičko-semantička odstupanja regiolektova od očekivanih obilježja naddijalekta, kao i ustanoviti različitosti u odnosu regiolektova prema jedinstvenim obilježjima hrvatskoga standardnoga jezika. Osim leksičke razine, zabilježene su i posebnosti na gramatičkoj i prosodijskoj razini. Kao metode korištene su analiza sadržaja, situacijsko promatranje te mikrovarijacijska analiza. Ponajprije su utvrđene najčešće pojavnice svake dijalektne razine te njihova uloga u govoru ispitanika. Podatci su zatim uspoređeni s obzirom na dob, spol i obrazovnu razinu ispitanika, kako bi se ispitalo utječu li navedene varijable na uporabu regiolektova.

Istraživanje će ponajprije poslužiti za usporedbu štokavskoga i kajkavskoga naddijalekta, odnosno realizaciju njihovih regiolektnih varijacija u svakodnevnim komunikacijskim situacijama. Zanimalo nas je jesu li takvi dijatopijski varijeteti samo stilizacija komunikacijskoga procesa pod utjecajem društvenih promjena i okruženja ili je riječ o odstupanjima koja uključuju širenje varijacija te utječu na stvaranje novoga hibridnoga jezičnog diskursa.

Regiolect idioms at the intersection between dialect and standard Croatian

Language is not always a monolith system. It includes different versions as well as deviations in dialect-standard relation depending on intralinguistic and extralinguistic factors characterized by “ordered or structured heterogeneity” (Bayley, 2013). Such linguistic manifestations are called varieties, real language constructs which are close to the objective reality.

The aim of this research is to describe on a synchronic level the characteristics of two Croatian regiolects (Slavonian and Zagrebian), in relation to their main dialects (Stokavian, Kajkavian) and to the standard Croatian. Both conversational idioms are realized as diatopic variations. Spatial criterion defines the type of variety which shows recognizable regional features, without distinct dialecticisms. Those are variants of spoken Croatian which are no longer a dialect, but also are not the standard.

The corpus consisted of sixty respondents ($N = 60$), different in age, sex and educational level. The instrument was a five-minute structured interview, during which the demographic data were collected and a focused conversation was conducted with each respondent. The interview was recorded, transcribed and entered into NooJ – a computer programme for corpus analysis. The goal was to determine the lexical-semantical deviations of regiolects and deviations from the expected dialectic features between the regiolect and supradialect. Apart from the lexical level, grammar and prosody specificities were noted. In the research, content analysis, situational observation, and microvariant analysis were used as methods to determine the most frequent occurrences of each dialectal level and their role in the respondents' speech. The data were compared with regard to the respondents' age, sex and educational level to examine whether the mentioned variables influence the use of regiolect in conversational practice of the respondents. The research will primarily be used for the purpose of comparaison between the Stokavian and Kajkavian supradialects and realization of their regiolect variations in everyday communication. It was our intention to determine if such diatopic varieties are only a stylization of communication process influenced by social changes and the environment, or if they are in fact deviations which include spreading of variations and influence the creation of a new hybrid language discourse.

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Obogaćivanje podataka o govornicima i kognitivno-socio-lingvistička analiza korpusa saborskih rasprava

Korpus saborskih rasprava tvori važan i jedinstven korpus javnog diskursa s a) izvanjezičnim obilježjima identiteta govornika, njihovog političkog angažmana, svjetonazorskih uvjerenja i društveno-političkog umreženja te b) unutarjezičnim načinima komunikacije ideja, profiliranja značenja i oblikovanja svjetonazora konvencionalizacijom figura mišljenja. Saborske rasprave mogu se pronaći u transkribiranoj inačici na mrežnim stranicama <http://edoc.sabor.hr/>. Međutim, njihov podatkovni format na tom izvoru nije baš lako dostupan za standardiziranu jezičnu obradu i daljnju jezikoslovnu analizu iz perspektive jednog korpusnog lingvista.

Izlaganje će ponuditi opis računalnih metoda stvaranja morfo-sintaktički obilježenog, socio-lingvističkog korpusa saborskih rasprava (Perak i Rodik 2018), pohranjivanja u graf bazu (<https://neo4j.com/>) i obogaćivanja podataka o govornicima iz različitih institucionalnih i neinstitucionalnih informacijskih izvora te kognitivno-sociolingvističku leksičku analizu koja se temelji na čestotnoj (*koji govornik najviše koristi pojam x*), proporcionalnoj (*koji govornik najviše koristi pojam x u proporciji s ostalim iskazanim pojmovima*), i relacijskoj analizi (*koji su zastupnici/zastupnički klubovi slični temeljem iskazanih pojnova*) leksema. Navedeni se rezultati mogu koristiti za različite analize kritičke analize diskursa i računalno potpomognutu stilistiku diskursa.

Također, prikazat će se rezultati metode conGraCNet (<https://github.com/bperak/ConGraCNet>) za analizu semantičkih odnosa na temelju sintaktičkih konstrukcija dobivenih računalnim morfosintaktičkim parsiranjem (<http://ufal.mff.cuni.cz/udpipe>). ConGraCNet metoda omogućuje produbljenje sociolingvističkih analiza na korpusu saborskih rasprava dohvaćanjem semantički označenih sintaktičkih konstrukcija (<https://universaldependencies.org/>) čime se za bilo koji leksem unutar korpusa mogu dobiti uvidi o sinonimiji, analogiji i potencijalno drugim semantičkim odnosima u odnosu na skupinu govornika. To je istovremeno i prilika za kulturološke usporedbe s drugim korpusima poput hrWac (Ljubešić i Erjavec 2011) i analizu njihove specifičnosti.

Metadata enrichment and cognitive-socio-linguistic analysis of the parliamentary debates' corpus

Parliamentary debates form an important and unique corpus of public discourse with a) extralinguistic features of speakers' identities, their political interaction, worldviews, and political networking, and b) intralinguistic ways of communicating ideas, profiling and shaping worldviews through the conventionalization of figures of speech and thought. The transcripts of Parliamentary debates can be found at <http://edoc.sabor.hr/>. However, the data source format is far from being suitable for standardized language processing and further linguistic analysis from the perspective of a corpus linguist. This presentation will provide a description of computational methods for creating a morpho-syntactically tagged, socio-linguistic corpus of parliamentary debates (Perak and Rodik 2018), as well as of database creation (<https://neo4j.com/>) and the process of enriching speaker data from various institutional and non-institutional information sources in addition to cognitive-sociolinguistic lexical analysis based on frequency (which speaker uses the lexeme x most frequently), proportion (which speaker uses the lexeme x most frequently in relation to other lexemes), and relational analysis (similarity of the speakers according to the lexemes used). These results can be used for critical discourse analysis and computational stylistics.

The paper will also present tools and methods for cultural-linguistic analysis of discourse developed within the EmocNet project (<http://emocnet.uniri.hr/>). We will demonstrate the results of the ConGraCNet method (<https://github.com/bperak/ConGraCNet>) obtained from the socio-linguistic semantic analysis of semantic relationships based on syntactic constructions (<http://ufal.mff.cuni.cz/udpipe>) applied to the parliamentary corpus. These data will be compared with other corpora such as hrWac (Ljubešić and Erjavec 2011).

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“Frankly, my dear, I don't give a **!”: Bilinguals' use and perception of L2 (English) swearwords**

Swearing, although generally considered improper and socially unacceptable, is a common linguistic behavior with a complex range of functions (Vingerhoets et al. 2013). The expressive power of swearwords is strong; therefore, they are frequently used in emotionally intense situations, either pleasant or unpleasant, to release stress and express a broad spectrum of feelings, ranging from anger, frustration, and fear, to excitement, surprise, or joy (Jay 2000, Stapleton 2010).

Swearing, along with other linguistic taboos, has been recognized as an intriguing language phenomenon, and thus it has been approached from various perspectives within the field of linguistics. This particular study is interested in the sociolinguistic and pragmatic aspects of swearing in bilinguals, more specifically, in how Croatian university students of English use their L1 (Croatian) and L2 (English) to swear.

Building on existing, but relatively sparse, research on multilinguals' swearing habits in their various languages, the present study aims to contribute to a better understanding of bilinguals' use and perception of L2 swearwords. As swearwords are often perceived as more potent in a native language (Dewaele 2010), swearing in a non-native language might allow speakers to distance themselves from the powerlessness of swearwords and to possibly diminish the risk of social judgement. In an effort to understand and explain the usage of L2 for swearing, the research study investigates Croatian-English bilingual students' (N=131) self-reported use of their L1 and L2 for swearing and the differences in the participants' perception of offensiveness and emotional force of L1 and L2 swearwords. The data were collected by means of an online questionnaire containing both open- and close-ended questions.

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Maja Pivčević

Sveučilište u Zadru

Poučavanje člana – međujezična i višejezična svjesnost (ne)određenosti

Od prvotnog vjerovanja kako član označava rod, broj i padež imenice kojoj prethodi do izražavanja njene puke neodređenosti i određenosti, dolazi se do zaključka da je temeljna kategorija člana ekstenzitet. Usporedbom s jezikom kao što je hrvatski, koji tu malu riječ službeno ne poznaje, obraća se pozornost na razna druga ostvarenja determiniranosti imenice, a koja se u hrvatskome očituju na sintaktičkom ili leksičkom planu (usp. Kordić 1993, Silić 2000, Pranjković 2000, Šarić 2002, Marković 2002, Znika 2005). Zamršenost ove problematike očituje se u brojnim problemima pri ovladavanju francuskim sustavom člana od strane hrvatskih ovjenjenih govornika, kao i u propitkivanjima njene obrade u nastavi. Dolazi se do zaključka da je umiješanost kontrastivne analize u nastavi ipak dobrodošla, i to ne samo između jezika u kojem govornici posjeduju visok stupanj jezičnog osjećaja i lingvističke intuicije (usp. Bajrić 2009), te stranog jezika koji se poučava, već i svih drugih jezika kojima se nastavnik i njegova publika u nekoj mjeri služe (razvijanje metajezične i višejezične kompetencije, usp. De Angelis, Jessner, Kresić 2015), a što pomaže (statistički značajno) pri ispravnoj uporabi člana u francuskom jeziku.

Shodno navedenomu, cilj ovog rada je obraćanje pozornosti na postojeće fenomene u hrvatskom jeziku u vezi s determiniranošću imenice kao i na potrebu pronalaska novih načina obrade člana u nastavi stranih jezika. A potvrdu imamo i od samih nastavnika: oni glavni izvor poteškoća i neuspjeha u učenju stranih jezika vide upravo u nedovoljnem poznавању materinskog jezika (usp. Castellotti 2001). Didaktički prijedlozi sugeriraju sustavniji i pragmatičniji pristup određenom i neodređenom u jeziku ukazivanjem na međujezične ekvivalencije kao bitnu strategiju učenja, smatrajući pritom materinski jezik sredstvom obogaćivanja jezičnog iskustva u stranim jezicima. U takvom metakognitivnom ozračju učenici lakošće ovladavaju apstraktnim gramatičkim kategorijama kao što je to kategorija neodređenosti i određenosti postajući aktivnim sudionicima u konstrukciji vlastitog znanja.

Teaching of Articles – Interlingual and Multilingual Awareness of (In)Definiteness

From the initial belief that articles denote the gender, number, and case of the noun which it precedes to the expression of its indefiniteness/definiteness, it can be concluded that the fundamental category of an article is extensiveness. Compared to a language, such as Croatian, which is not familiar with this small word officially, attention is drawn to other various realisations of the noun determination which are expressed on a syntactic or lexical plan (cf. Kordić 1993, Silić 2000, Pranjković 2000, Šarić 2002, Marković 2002, Znika 2005). The complexity of the subject matter can be seen in numerous problems that occur in the course of the acquisition of the French article system by native speakers of Croatian, as well as during its implementation in the classroom. The contrastive analysis in the classroom is more than welcome not only between the language in which speakers have a high level of language sense and linguistic intuition (cf. Bajrić 2009) and the foreign language being taught but between all the other languages used by the teacher and its audience to some extent (development of the metalinguistic and multilingual competence, cf. De Angelis, Jessner, Kresić 2015), which (statistically significantly) enables the appropriate use of articles in French. Accordingly, this paper aims to address the existing phenomena in the Croatian language regarding the determination of the noun as well as to emphasise the need to discover new approaches for teaching articles in foreign language teaching. The confirmation of the abovementioned comes from teachers themselves: they see the main source of foreign language difficulty and failure in the lack of knowledge of a mother tongue (cf. Castellotti 2001). The proposed didactic activities suggest a more systematic and pragmatic approach to definiteness and indefiniteness in language by presenting interlingual equivalences as an essential learning strategy and taking into consideration the mother tongue as a means of enriching the linguistic experience in foreign languages. In such a metacognitive environment, students acquire abstract grammatical categories such as the category of indefiniteness and definiteness in an easier way, and they become active participants in the construction of their knowledge.

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Sveučilište u Zadru

The effects of classroom-based teaching on the acquisition of English prepositions

The grammatical competence of EFL (English as a Foreign Language) students, when it comes to the use of prepositions, has been studied across different languages (Özışık 2014, Sudhakaran 2015, Tahaine 2010 etc.). The goal of this research is to measure the linguistic competence in the use of prepositions and to evaluate the efficiency of formal classroom-based teaching of English grammar on students whose native language is Croatian. The study relies on the analytical-nomological paradigm (Grotjahn 1987), characterized by quasi-experimental design and the use of quantitative data, followed by statistical analysis and qualitative remarks on the students' mistakes. Two tests were administered as entailed by the research design: test 1 which, much like the placement test, serves as an assessment of the students' competence with regards to the proper use of English prepositions and test 2, which follows the formal classroom-based teaching of prepositions and their use, and thus serves as an assessment of the students' progress and the ability to effect change through formal foreign language education. The research was conducted on 39 participants (students of preschool education and teacher education studies) in a 2-week time span, during which (in between the two tests) they were exposed to 3 academic hours of formal instruction on the use of prepositions. Repeated ANOVA shows positive change in the overall results after the formal instruction with high significance ($F=12,36$, $df=1/38$, $p<0,01$) and large effect size (partial eta-squared = 0,245). The students demonstrated the worst knowledge in the use of prepositions that coincide with specific verbs and nouns. After formal instruction, the results revealed the greatest progress in the use prepositions coinciding with adjectives, and no progress at all in the use of prepositions that go along with certain verbs.

Despite the existence of studies on the acquisition of prepositions when it comes to students whose linguistic background is Croatian language (Brala 2000; Brala-Vukanović & Memišević 2014; Novosel 2017), the acquisition of English prepositions in Croatian students is still relatively unexplored, especially with formal education being taken into account.

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Verbalni humor u sinkronizaciji animiranih filmova: hrvatske i talijanske verzije Shreka

U ovome se radu analiziraju prijevodne strategije primjenjene u hrvatskim i talijanskim sinkronizacijama tetralogije animiranog filma o *Shreku* (*Shrek* (2001), *Shrek 2* (2004), *Shrek the Third* (2007) i *Shrek Forever After* (2010)). S obzirom na to da je riječ o humorističnim audiovizualnim tekstovima, polazi se od hipoteze da ostvarenje skoposa teksta, odnosno izazivanje smijeha kod ciljne publike, ima prioritet u odnosu na postizanje formalne ekvivalencije između izvornika i ciljnoga teksta (Chiaro 2004; Zabalbeascoa 1996). U fokusu analize nalaze se kulturološki i jezično uvjetovani elementi koji predstavljaju najsloženiji zadatak za prevoditelja, a ujedno su i temelj verbalnoga humora u audiovizualnom tekstu (Chiaro 2018). Korpus je prikupljen usporednim praćenjem hrvatskih odnosno talijanskih sinkroniziranih verzija i izvornih scenarija na engleskom jeziku pri čemu su transkribirani primjeri verbalnoga humora, a potom su identificirane, kvantificirane i kontrastirane primjenjene prijevodne strategije. U kategorizaciji prijevodnih strategija korištena je taksonomija koju predlaže Fuentes Luque (2010), a prema kojoj prijevodi mogu biti funkcionalni, kompenzaciski, eksplanatorni ili doslovni. Za razliku od eksplanatornih prijevoda u kojima se razotkrivanjem mehanizma humora humorističan učinak najčešće u potpunosti gubi, funkcionalni i kompenzaciski prijevodi redovito predstavljaju idealna rješenja. Utvrđeno je da su sinkronizirane inačice usmjerene prema ciljnoj kulturi i jeziku u svrhu očuvanja jednakе razine humorističnosti na makro razini teksta što se ostvaruje zamjenama izvornih jezično ili kulturološki uvjetovanih elemenata domaćima ili kompenzaciskim umetanjem domaćih elemenata. Kvantitativna je analiza pokazala da su i kod hrvatskih i kod talijanskih sinkronizacija funkcionalni prijevodi najbrojniji, ali i da hrvatske sinkronizacije imaju veću sklonost uvođenju elemenata ciljne kulture odnosno podomaćivanju izvornih kulturoloških elemenata. Nadalje, u talijanskim su sinkronizacijama doslovni prijevodi učestaliji, dok hrvatske sinkronizacije sadrže više kompenzaciskih prijevoda kojima se nadoknađuje ili čak dodatno pojačava razina humorističnosti. Veća sklonost podomaćivanju prijevoda omogućuje ciljnoj publici bolje razumijevanje aluzija i intertekstualnih elemenata što u konačnici ukazuje na to da je verbalni humor u hrvatskim sinkronizacijama očuvan u nešto većoj mjeri nego u talijanskim inačicama..

Dubbing verbally expressed humour in animated films: Croatian and Italian versions of *Shrek*

The object of this paper is the analysis of translation strategies in Croatian and Italian dubbed versions of four *Shrek* animated films (*Shrek* (2001), *Shrek 2* (2004), *Shrek the Third* (2007) and *Shrek Forever After* (2010)). The starting hypothesis states that the translator's primary task is to achieve the skopos or the function of an audiovisual text and in the case of a humorous audiovisual text such as *Shrek* this implies the preservation of the same comic effect regardless of equivalence (Chiaro 2010; Zabalbeascoa 1996). Particular attention is devoted to the analysis of those instances of verbally expressed humour which are culture-specific and/or language-bound as they are very challenging for translators and require a significant amount of creativity (Chiaro 2018). The corpus has been compiled by watching dubbed versions and comparing them with original scripts in order to identify examples of verbally expressed humour which are subjected to quantitative and contrastive analysis. The categorisation of translation strategies into literal, explanatory, compensatory and functional is based on the taxonomy proposed by Fuentes Luque (2010). As opposed to explanatory translations which reveal the humour mechanisms thus weakening the comic effect, functional and compensatory translations are proved to be ideal solutions. It is affirmed that dubbed versions are target culture oriented primarily in order to achieve the equal comic effect. This entails substitutions of source culture elements by target culture elements as well as compensatory insertions of target culture elements. According to the results of the quantitative analysis, functional translations are the most frequent translation strategies in both Italian and Croatian dubbed versions. However, Croatian versions demonstrate a greater tendency towards the domestication of the source culture elements while Italian dubbed versions contain a greater number of literal translations. Furthermore, compensatory translations which sometimes even reinforce the comic effect are far more frequent in Croatian than in Italian versions. It can be said that such a domesticating tendency enables a better understanding and acceptability of the allusions and intertextual elements by the target audience which implies that verbally expressed humour is somewhat better preserved in Croatian than in Italian dubbed versions.

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Lingvističke i retoričke osobitosti političkih govora Ante Trumbića

Ante Trumbić zanimljiva je politička ličnost u Hrvatskoj. Smatra se najvećim dalmatinskim političarom 20. stoljeća. Djelovao je na političkoj sceni krajem 19.-og i tridesetak godina 20. stoljeća. Turbulentno je to vrijeme različitih političkih previranja, propasti Austro-Ugarske Monarhije te nastanka Kraljevine Jugoslavije, dakle vrijeme složenih okolnosti koje karakteriziraju unutrašnji život tih višenacionalnih državnih tvorevina. Ante Trumbić bio je pravaš pa jugoslavenski orijentiran političar koji se kasnije vratio ideji hrvatske državnosti. Upravo su ga neriješeni nacionalni odnosi, odnosno položaj Hrvatske, ili tzv. hrvatsko pitanje posebno zaokupljali i to se odražavalo se na njegovo djelovanje i politička shvaćanja cijelog života (Petrinović, 1998). Bio je i splitski gradonačelnik od 1905. do 1907. godine, a njegov sprovod 1938. godine, s više od 40 000 ljudi bio je najmasovniji posljednji ispraćaj kakvog je Split do tada video.

U ovom se radu analiziraju četiri govora Ante Trumbića, dva politička (*Govor o rješenju jadranskog pitanja* u Općinskom kazalištu u Splitu, prosinca 1920. i *Govor na skupu Hrvatske Zajednice*² u Zagrebu, 10. lipnja 1923.) te dva prigodna govora (*Govor u povodu smrti Josipa Jurja Strossmayera* održan u Općinskom kazalištu u Splitu 14. travnja 1905. i *Govor na sprovodu Stjepana Radića*, 12. travnja 1928.). Cilj je ove komparativne i deskriptivne kritičke analize utvrditi lingvističke i retoričke osobitosti Trumbićeva govora bez obzira na činjenicu što su govor održani u različitim trenucima njegove karijere i s različitim povodom. Istraživanje je podijeljeno u dva dijela. U prvom dijelu provedena je kvantitativna i sadržajna analiza lingvističkih sredstava koje Trumbić koristi kako bi mu govor bili jasni, razumljivi i ekspresivni, poput vrsta riječi, specifičnih fraza i sl., a koja su potom klasificirana kao intenzifikatori, kvalifikatori, modalni glagoli itd. U drugom dijelu provedena je retorička analiza koja obuhvaća analizu argumentacije, strukture govora i stila, ali i utvrđivanje nekih specifičnih retoričkih taktika.

Na koncu se na temelju analize zaključuje o specifičnostima i prepoznatljivosti Trumbićevih političkih govora.

Linguistic and Rhetorical Peculiarities in Ante Trumbić's Political Speeches

Ante Trumbić was an interesting political figure in Croatian history. He is considered the greatest Dalmatian politician of the 20th century. He operated on the political scene in the late 19th century and the first thirty years of the 20th century. This was a turbulent time of major political turmoil, namely the 1918 collapse of Austria-Hungary at the end of World War I and the formation of the Kingdom of Yugoslavia. Therefore, these were times of complex circumstances that characterize the inner workings of these multinational creations. Ante Trumbić was a right-wing and Yugoslav-oriented politician who later returned to the idea of Croatian statehood. Unresolved national relations, i. e. the position of Croatia, or the so-called "Croatian Issue" was particularly compelling to Ante Trumbić and reflected his activities and political views throughout his lifetime (Petrinović, 1998). From 1905 till 1907 he served as mayor of the City of Split. His funeral in 1938, attended by more than 40,000 people, was the largest last farewell that Split had ever seen.

The purpose of this paper is to examine the political discourse of Ante Trumbić. The analysis is based on 4 of his speeches: two political speeches, "The speech on Resolving the Jadran Issue in Split, 1920" and "The speech at the Croatian Community Meeting in Zagreb, 1923", and two eulogies "The speech after Josip Juraj Strossmayer died, 1905" and "The speech at Stjepan Radić's funeral, 1928". The aim of this comparative and descriptive critical analysis is to determine linguistic and rhetorical peculiarities of Trumbić's speeches regardless the fact that the speeches were made at different times in his career and on different occasions. The research has been divided in two parts. Firstly, a quantitative analysis was conducted on the linguistic features used by Trumbić to make his speeches clear, understandable and expressive. We used content analysis trying to identify specific linguistic features, such as word classes, special phrases, and then we describe them as qualifiers, intensifiers, hedges and so on. The second part of this research was a rhetorical analysis of the argumentation, structure and style of his speeches. We also identified some of his specific rhetorical tactics.

In the end, the analysis concludes on the specificities and recognizability of Trumbić's political speeches.

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² Velika i mala slova u naslovima govora preuzeti su iz originalnih pretisaka Trumbićevih govora.

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Out-of-class learning: an obstacle or an asset to EFL learning?

In the domain of second language teaching and learning, it has been claimed that both classroom-based learning and out-of-class learning contribute to successful language learning (Richards, 2014). However, it appears that major focus over the last 100 years was placed on what goes on inside the classroom since this type of learning setting provides comprehensible input to learning and language use. The attitude toward out-of-class learning conducted via homework study has been and still is an ongoing and controversial issue in educational discourse. The attitude pendulum kept swinging in both directions. On the one hand, homework was even believed to be a health hazard threatening "children's health by depriving them of outdoor play that was essential to healthy development" (Gill and Schlossman, 2004: 176), but on the other hand an aid to accelerate knowledge acquisition. Although the debate concerning the value and effectiveness of out-of-class learning on learner's academic achievement is present even today, homework in the context of EFL learning received little attention (Amiryousefi, 2016; Wallinger, 2000).

The aim of this research was to explore different aspects of English homework (amount and purpose of the homework assignment, skills involved in an assignment, completion, teacher feedback, etc.) in FL educational landscape. A questionnaire which was administered to Croatian primary school EFL learners in the lower and upper classes was quantitatively analysed. Semi-structured interviews conducted with in-service EFL teachers were audio recorded, transcribed and content-analysed, thus providing the data for the qualitative part of the study. Additionally, observations addressing the issue of homework which were obtained by student teachers of English language and literature during their pre-service teaching practice were also analysed. The study results point that in-service EFL teachers regard homework practice as necessary and beneficial for the process of foreign language learning; hence nearly always require learners to do homework. However, the findings also suggest that a large number of learners either copies other learner's homework or fails to complete assigned homework.

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Kako hrvatski govornici poimaju određeni član u makedonskom jeziku

U radu se iznose rezultati istraživanja usvojenosti i upotrebe formalnog pokazatelja kategorije određenosti u makedonskome jeziku kod hrvatskih studenata koji uče makedonski kao strani. Istraživanje je provedeno kod studenata Filozofskoga fakulteta Sveučilišta u Rijeci koji uče makedonski jezik kao strani. Razina njihova znanja iz makedonskoga je A2 odnosno B1. U istraživanje su uključene dvije skupine studenata, prva skupina učila je makedonski jezik tri semestra, a druga pet semestara.

Cilj je ovoga istraživanja dobiti odgovore na sljedeća pitanja: do kojega su stupnja studenti usvojili distribuciju člana i kakve su njihove kompetencije glede uporabe člana u zadanom kontekstu. Istraživanjem se pokazuje i u kojim se slučajevima studenti s hrvatskim kao prvim jezikom, u kojem ne postoji formalni pokazatelj kategorije određenosti, najčešće suočavaju s poteškoćama kad je u pitanju uporaba člana. Na temelju rezultata nude se smjernice za učinkovitije poučavanje člana u makedonskom jeziku kod hrvatskih studenata.

How do Croatian speakers understand the definite article in Macedonian

The paper presents the results of the research on the formal indicator of the category of definiteness in Macedonian. This research was conducted at the Faculty of Humanities and Social Sciences, University of Rijeka among students with Croatian as a first language. Students were divided into two groups depending on their level of Macedonian language proficiency. The students from the first group have learnt Macedonian for three semesters and the students from the second group – five semesters.

The results of the research give answers to the following questions: how well have these students acquired rules regarding the distribution of the definite article in Macedonian and how well do they use the article in a given context. Furthermore, this research shows what kind of challenges these students face when using articles. On the basis of the results of this research guidelines for teaching articles to Croatian students are offered.

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Govor uz blagovanje u suvremenom djetinjstvu

Dječji govorni razvoj podupiru brojni okolinski čimbenici, pa i izloženost govornim situacijama u svakodnevnom životu, a konverzacija tijekom zajedničkoga jela jedna je od takvih. Razgovor za stolom u vrijeme blagovanja poticajan je za ukupni djetetov jezični razvoj, a posebno za ovladavanje pragmatičkim aspektom jezične komunikacije i komunikacijskim bontonom te vještinama razgovora, pripovijedanja, pričanja, opisivanja i objašnjavanja. Prilika sudjelovanja u razgovoru uz zajedničko jelo pruža djeci i mogućnost širenja vokabulara kao i razvoja drugih aspekata rane pismenosti. No, u suvremenom su djetinjstvu, naročito u onomu u velikim gradskim sredinama, djeca sve manje izložena su istkustvu zajedničkog blagovanja s odraslim ukućanima, pa i slušanja razgovora i pričanja odraslih osoba te sudjelovanja u zajedničkoj konverzaciji. Brojni su čimbenici koji se povezuju uz tu pojavu – kulturološki, socijalni i ekonomski. Posebno se sastav suvremene obitelji i ritam njezina života odražavaju i na navike (zajedničkoga) jela te razgovora u toj prigodi.

U tom je kontekstu provedeno istraživanje kojemu je bila svrha proveriti navike zajedničkoga blagovanja i govora uz blagovanje u suvremenim obiteljima, odnosno u suvremenom djetinjstvu govornika hrvatskoga jezika. Ispitanici su bili roditelji djece rane i predškolske dobi. Ispitivala se učestalost navike zajedničkoga blagovanja te navike (raz)govora uz jelo, tematska obilježja toga (raz)govora, rabljenje komunikacijskoga bontona te poticanje djece na sudjelovanje u (raz)govoru. Cilj istraživanja bio je utvrditi moguću povezanost navedenih elemenata govora pri blagovanju s mjestom stanovanja obitelji, zaposlenošću roditelja te samom strukturu obitelji. Istraživanje je provedeno putem anketnog upitnika, a rezultati istraživanja, prikazani u ovome radu, govore o slabije prisutnoj navici zajedničkog blagovanja u obiteljima koje žive u velikim gradskim sredinama te o velikim različitostima među obiteljima kad je riječ o temama zajedničkoga razgovora i pričanja. Unatoč ograničenjima, rezultati ovoga istraživanja daju prilog promišljaju kod nas nedovoljno istražene teme navika zajedničkog blagovanja u životu suvremene obitelji, a u kontekstu poticajnosti tih navika za govorni razvoj djece.

Family mealtime conversation in contemporary childhood

Children's speech development is supported by numerous environmental factors and exposure to speech situations in everyday life, one of these is a conversation during the shared meals. Conversation at the dinner table is stimulating for the child's overall language development, specifically for mastering the pragmatic aspect of language communication and communication etiquette, as well as conversation, narration, speaking, describing and explaining skills. The opportunity to participate in a conversation during the shared meal provides children with the possibility to expand their vocabulary and to develop other aspects of early literacy. However, children are less exposed to the experience of eating together with adult members of the household, listening to adults' conversation and engaging in a conversation in contemporary childhood, especially in large urban areas. The numerous factors are related to this phenomenon – cultural, social and economic. In particular, the structure of the contemporary family and rhythm of their life are reflected in the habits of the (shared) meal and conversation during such occasion. The research in this context was performed in order to examine the habits of shared eating and conversation during eating in contemporary families, i.e. in contemporary childhood of native Croatian speakers. The examinees were parents of children of early and preschool age. The frequency of shared eating and conversation habits during meals, thematic features of such conversations, use of the communication etiquette and the encouragement of children to participate in conversations were examined. The aim of the research was to determine the possible correlation of the said elements of speech during dining with the families' place of residence, the parents' employment and the structure of the family. The research was conducted through a questionnaire, the results presented in this research show that the share eating habits of the families living in large urban areas are less present, as well as the large differences between families regarding topics of the conversations are observed. Despite the limits, the results of this research give a contribution to the reflection on the topic of shared eating habits in the life of contemporary family, which is insufficiently researched in Croatia, and within the context of encouraging such habits for the children's speech development.

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About the neural reality of [voice] and [spread glottis]

Languages are often argued to belong to one of two major types: those with an underlying voice contrast and those with an underlying spread glottis contrast. Voicing as a distinctive laryngeal feature for two-way contrasts and their underlying, cross-linguistically uniform character has been proved on the basis of former experiments contrasting fricatives and, to a lesser degree, stops in relation to English, Arabic and Russian. This paper represents a project in its planning stages to test the neural reality of the above claims concerning the differences between the underlying representations in the stop systems of two types of language. In an ongoing attempt to confirm the claim above, artificially synthesised, isolated CV-type strings containing stops of an aspirating and a true voice language, English and Hungarian, respectively, are to be tested. The selected tokens are to be presented to the participants in an oddball paradigm in various combinations and sequences in order to determine which types of stop segments are judged most salient as well as to try to detect the supposedly identifiable cerebral areas involved in the process. During the experiment, subjects' brain activity is to be measured by a 128-channel EEG device. By analysing the recorded mismatch negativity (MMN), a particular type of the event related potential (ERP), not only the hypothesised differences are expected to become apparent but to some extent the localisation of brain activity in form of distinct topographic maps may also be realised due to the high definition of the device. The auditory sound recognition experiment is tinged by the participants' linguistic background: besides monolingual English speakers, monolingual Hungarian speakers and English-Hungarian bilinguals will also be tested. In the latter case, additional subcategories may contribute to a better understanding of the bilingual brain. In our analysis of the data we will be trying to find out if different or identical parts of the brains of the different types of participants react to the audio data the same or different ways and will try to match these results with the theoretical claims. This way the neural reality of a theoretical linguistic claim may be tested.

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Ljerka Šimunković

Sveučilište u Splitu

Nazivlje za školstvo, odgoj i obrazovanje u novinama „Kraljski Dalmatin“

Prve su dalmatinske novine upravno-političkog karaktera *// Regio Dalmata (Kraljski Dalmatin)* (1806. – 1810.) izlazile u dvojezičnome talijanskohrvatskome izdanju. Članci su izvorno pisani talijanskim jezikom, prevođeni su na hrvatski, a kako bi bili dostupni široj dalmatinskoj publici. Prevoditelj Nikola Dominik Budrović i njegovi pomoćnici imali su iznimno težak zadatak jer u to vrijeme nije bilo razrađene terminologije koja bi obuhvatila sve segmente javnoga života, politike, znanosti, filozofije i ostalog. Trude se stvoriti na hrvatskome jeziku niz novih izraza vodeći se purističkim tendencijama. Prevode strane (ponajviše talijanske) jezične predloške kako bi mogli izraziti novu političku i društvenu stvarnost. Stvara se tada (za vrijeme nove francuske uprave u Dalmaciji) novo nazivlje za školstvo, odgoj i obrazovanje koje bi trebalo odgovarati potrebama tek započete reforme školstva. Hrvatski tekstovi prevode se s talijanskoga te obiluju leksičkim, frazeološkim i sintaktičkim kalkovima imitirajući strane (većinom talijanske) jezične uzore i konstrukcije. Nažalost, do danas je malo znanstvenih radova koji se odnose na ovu tematiku. Ovaj se rad vezuje na ranija istraživanja i proučava ciljanu terminologiju iz domene školstva i obrazovanja. U prethodnim se (rijetkim) radovima o novinama *Kraljski Dalmatin* uglavnom nalaze popisi jezičnih kalkova ponajviše kao svojevrsni kuriozitet. Ovaj pak rad objašnjava nazivlje kroz etimologiju i unutarnju strukturu uz korištenje analitičke metode. Raščlanjuje se novo nazivlje na sastavne elemente kako bi se objasnio postupak kojim su se jezičnim sredstvima i dostupnim rječnicima služili prevoditelji u stvaranju novoga nazivlja. Ovo će znanstveno istraživanje zasigurno doprinijeti shvaćanju na koji je način na početku 19. stoljeća došlo do stvaranja novoga nazivlja, a za koje do toga vremena nisu postojali adekvatni termini.

Terminology for school, public instruction and education in the newspaper “Kraljski Dalmatin”

The first Dalmatian newspaper of the administrative-political character *// Regio Dalmata-Kraljski Dalmatin* (1806 - 1810) was published in a bilingual (Italian-Croatian) edition. The articles, originally written in Italian, have been translated into Croatian in order to be accessible to a wide Dalmatian audience. Translator Nikola Dominik Budrović and his assistants had an extremely difficult task, because at that time there was no elaborated terminology covering all segments of public life, politics, science, philosophy, etc. They strive, following the purist tendencies, to create in the Croatian language a whole new set of expressions, translating foreign, especially Italian, language patterns so that they can express a new political and social reality. Thus, during the new French administration in Dalmatia, an almost completely new terminology for public instruction and education was created, which should meet the needs of the just begun education reform. As the Croatian text is translated from Italian, the Croatian text is full of lexical, phraseological and syntactic calques that imitate foreign, mostly Italian, linguistic patterns or constructions. However, there are only few scientific papers related to this topic. This work builds on the previous research, with the difference that it studies terminology related to public instruction and education, which has not been the subject of detailed scientific research so far. In the previous rare works on the *Kraljski Dalmatin*, mostly lists of linguistic calques were made, more like a kind of curiosity. In this paper the terminology is explained in terms of etymology and internal structure, using the analytical method. The new terminology is divided into constituent elements, in order to explain what language means and available dictionaries the translators used to create the new terminology. This scientific research will certainly contribute to understanding how in the beginning of the 19th century the new terminology was created for which there were no adequate terms until then.

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Ivana Špiranec

Tehničko veleučilište u Zagrebu

ALL ABOUT THAT BRASS. Uloga termina u razotkrivanju dinamičnoga suodnosa značenja stručnog i općega jezika

Poznato je da su opći i jezik struke u međudjelovanju, no nije u potpunosti istraženo na kojim se sve razinama te na koje sve načine njihova značenja isprepliću. Posljedično i uzročno, opće i stručno znanje su također u dinamičnom suodnosu (Špiranec 2013, 2016). Upravo su to dvije polazišne točke za mapiranje odnosa općega i jezika struke, te stručnog i enciklopedijskoga znanja kao i povod za kognitivno-lingvističku analizu njihovih točaka susreta i sjecišta. Dakle, cilj je ovog rada na primjerima engleskih jednočlanih te u većoj mjeri višečlanih termina koji su ekscerpirani iz stručnih tekstova u građevinarstvu opisati međudjelovanja tih značenja. Teorijski okvir rada čine radovi o kreativnim složenicama (Benczes 2006) te kognitivno-orientirane analize terminologije (Cabré 2003, Temmerman 2000, Faber 2009).

Analiza će u najvećoj mjeri obuhvatiti imenske složenice (*collar beam*), te u manjoj mjeri pridjevske složenice kojima je pridjev nositelj osnovnog značenja (*cost-efficient*), ponavljajuće ili onomatopejske složenice (*see-saw*), te frazalne složenice (*brick-and-mortar shop*). Prvo će biti izložena kognitivnolingvistička analiza kuće kao psihološkog prostora, i to na temelju idiomatskih izraza koji sadrže sastavnice temelj, prozor, strop, prag, vrata, krov, a također i semiotička analiza značenja navedenih znakova kao prilog dinamičnom viđenju izvanjezične stvarnosti. Potonje će se staviti u suodnos sa poimanjem građevine kao živog bića, primjerice opisat će se zdravlje, starenje, saniranje zgrade u čemu važnu ulogu ima konceptualna metafora. Kao drugo, analizirat će se etimološki primjeri nekih prefiksa i sufiksa u općem i građevinarskom kontekstu. Treća podtema je analiza značenja zelene boje u oba konteksta (*green roof*, *green wood*, *green building*), kao i uloga mita u nastanku novog značenja terminologije (*Pegasus crossing*). Posljednje poglavje bavi se analizom značenja pojedinih termina kroz vrijeme (*saw*, *girt*, *brass*) dakle daje se etimološki pregled različitih značenja termina te njihov prijelaz iz jednog izvanjezičnog konteksta u drugi. Rezultati istraživanja dodatno će učvrstiti tezu da je terminologija sastavni dio općega jezika, te ukazati na još neke načine na koje se opće i stručno znanje isprepliću, a uloga metonomije, metafore, idealiziranog kognitivnog modela te konceptualne metafore pokazat će se ključna u razotkrivanju motivacije značenja.

ALL ABOUT THAT BRASS. The role of terminology in unraveling the dynamic relationship of meaning between technical and general language

It is known that general and technical English language are in constant interaction regarding meaning. However, it has not been thoroughly explored at what levels and in what ways these meanings interrelate. Consequently, and as a result, the professional and encyclopaedic knowledge also maintain a dynamic relationship (Špiranec 2013, 2016). These are two starting points for mapping the relationship between general and professional English language as well as knowledge, and they represent an incentive for a cognitive-linguistic analysis of their meeting and intersecting points. Therefore, this article is aimed to describe these interactions of meaning using one-word and multiword lexical units extracted from the professional and scientific texts in civil engineering. Theoretical framework is comprised of the articles on creative compounds (Benczes 2006) and cognitively-oriented terminology analyses (Cabré 2003, Temmerman 2000, Faber 2009).

They analysis will mostly include English noun-noun compounds (*collar beam*), and fewer examples of adjectival (*cost-efficient*), reduplicating (*see-saw*) and phrasal compounds (*brick-and-mortar shop*). Firstly, the cognitive-linguistic analysis of a house as a psychological space will be expounded using idiomatic expressions that have the following constituents: *foundation*, *window*, *ceiling*, *doorstep*, *door*, *roof*, as well as the semiotic analysis of the latter signs as a contribution to the dynamic view at our extralinguistic reality. The ladder will be compared with the notion of a building as a living structure, for example health, aging, and rehabilitation of a building will be described in terms of the conceptual metaphor. Secondly, some prefixes and suffixes in the general and civil engineering context will be analysed etimologically. Thirdly, the meaning of green colour will be investigated in both contexts (*green roof*, *green wood*, *green building*), as well as the role of a myth in the generation of new meanings in terminology (*Pegasus crossing*). The last part scans the meaning of some terminology over time (*saw*, *girt*, *brass*) i.e. etymological overview of their different meanings and their transfer from one extralinguistic context into another will be given. The results of research will further strengthen the argument that terminology is an integral part of a general language and outline some other ways in which the general and encyclopaedic knowledge intertwine. The role of metonymy, metaphor, idealized cognitive model and conceptual metaphor will prove to be vital in unravelling different motivations for the meaning creation.

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Mirta Tomas

Sveučilište u Zadru

Značajke višejezičnosti arbanaške jezične zajednice

Stamenost višejezičnosti arbanaške zajednice unutar zadarskog urbanog prostora i značajke međudjelovanja različitih dijasustava u zadržavanju i/ili napuštanju uporabe arbanaškog idioma, stvaraju njegovu osebujnu oblikovanost i definiraju specifičnost jezične komunikacije u jezičnom krajoliku kojega odlikuje kontinuirani gubitak posebitosti, uvjetovan ekonomskim i društveno-političkim čimbenicima. Upravo ovaj zadarski organski idiom svjedoči, kroz svoje promjene i prilagodbe, međudjelovanje jezičnog i izvanjezične stvarnosti. Nadovezujući se na istraživanja novijeg datuma posvećena vitalitetu i održivosti arbanaškog, ovim radom se želi doprinijeti davanju potpunije slike o domenama svakodnevne jezične uporabe idioma, o pojavi funkcionalne višejezičnosti te o njenom horizontalnom aspektu. Koristeći mješoviti metodološki pristup, u prvom redu sociolingvistički i pragmalingvistički, uz empirijske metode istraživanja pomoću upitnika i razgovora s ispitanicima, doći će se do jezičnih sadržaja i strategija koji su aktualni u svakodnevnoj komunikaciji unutar ove male zajednice i izvan nje, u širem društvenom okruženju. Interdisciplinarnom analizom jezične komunikacije prikazat će se višejezična dinamičnost idioma i značajke jezičnog prožimanja što rezultira fenomenima jezične interferencije, inovacijama u vidu hibridnih jezičnih realizacija, mješanja i preključivanja, vodeći računa o dijamezijskoj i dijafazijskoj uvjetovanosti jezičnih odabira. S ciljem zaštite ugroženih manjinskih jezika kojem arbanaški idiom pripada, ovim radom se želi također doprinijeti očuvanju kako jezične tako i kulturne baštine grada Zadra koja se ogleda i prepoznaje u ovom idiomu. Rezultati istraživanja imat će za cilj iznalaženje mogućih rješenja zadržavanja uporabe idioma, u obliku u kojem trenutno postoji unutar zajednice. Interpretacija rezultata dovest će do stvaranja smjernica, ne samo u cilju daljnjih istraživanja očuvanja i zaštite arbanaškog idioma, već i u motivaciji iznalaženja rješenja jezične revitalizacije među govornicima i stanovnicima ovog mikrolokaliteta. U zaključku, dolazi se do stvaranju stava o potrebi podizanja svijesti o važnosti očuvanja idioma kao odrednice specifičnog identiteta što bi pridonijelo zaštiti i očuvanju zatarske jezične i kulturne raznolikosti.

Multilingual characteristics of the Arbanasi language community

Multilingual maintenance of the Arbanasi community inside the Zadar urban space and the characteristics of the interaction of different diasystems in maintaining or abandoning the Arbanasi language usage, create its unique formation and define the particularity of the language communication in the language landscape, represented by the continuous loss of its uniqueness, conditioned by the economic and socio-political factors. This organic language variety of Zadar bears witness to the interaction between linguistic and extra-linguistic reality, through its modifications and adaptations. Following up the recent research focused on the vitality and sustainability of the Arbanasi variety, this article aims to give a more detailed presentation of the domains of everyday language usage, the phenomena of functional multilingualism and its horizontal aspects. The article approaches the topic using a variety of methods, among which sociolinguistic and pragmalinguistic ones can be distinguished, and along with the empirical research methods through a questionnaire and interviews with respondents, it will reveal linguistic contents and strategies which are current in everyday communication within this little community and out of it, in a broader social environment. The interdisciplinary analysis of linguistic communication will identify the multilingual dynamism of the variety and the characteristics of the linguistic permeation which results in the phenomena of linguistic interference, innovations in terms of hybrid linguistic realizations, code-mixing and code-switching, pointing out the diamesic and diaphasic variation in the language choice. In order to protect and preserve the Arbanaški language variety as an endangered minority language, this article attempts to contribute to the conservation of the linguistic and cultural heritage of Zadar which is reflected and identified in this variety. The research results will have the purpose of finding possible solutions to the maintenance of linguistic variety usage in the forms that exist today within the same community. The interpretation of the results will lead to creating guidelines, not only aiming at further research regarding the maintenance and protection of the Arbanasi variety. It will also motivate local speakers and residents to find solutions in order to realize a possible language revitalization. In conclusion, the attitude of awareness of the maintenance of this unique language variety - determinant of a specific identity, could contribute to the protection and preservation of the linguistic and cultural diversity of Zadar.

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Jezične posebnosti mjesnoga govora Kljaka u Drniškoj krajini

U radu se analizira govor Kljaka, jednoga mjesta smještenoga u Drniškoj krajini. Radi se o području u sjeveroistočnoj Dalmaciji, bogatom povijesnom, kulturnom i jezičnom vrelu. Hrvatski jezik ima tri narječja: čakavsko, kajkavsko i štokavsko. Tri njegova narječja tri su lica hrvatskoga jezika. Ta tronarječnost bitno određuje hrvatski jezik i čini njegovo bogatstvo. No, to je jezično bogatstvo ugroženo. S jedne strane globalizacijski su ga procesi ugrozili, ali s druge strane probudili su kod pojedinca svijest da se ono sačuva. Želja je u ovom radu bila podsjetiti „pojedinca” o važnosti očuvanja našega jezičnoga bogatstva, naših mjesnih govora, o vrijednosti naše jezične baštine, naših dijalekta i narječja. U ovome će radu prvenstveno biti o tome riječ, o jezičnom aspektu, odnosno jezičnoj analizi jednoga mjesnoga govora.

U radu će se autorica u kratkim crtama osvrnuti i na pojedine dijalekatne osobine susjednoga govornoga područja. Obradjuju se prvenstveno pojedine fonološke i morfološke jezične posebnosti, a dotiču se i sintaktičke i leksičke pojavnosti. Iako govor Kljaka pripada zapadnom, novoštokavskom ikavskom dijalektu, u tom su govoru uočene i neke čakavske jezične crte koje se pripisuju ostacima toga narječja. Naime, Drniška je krajina prije velikih seoba potaknutih turskim osvajanjima u 15. i 16. stoljeću pripadala čakavskom narječju. Prožimanje čakavskih i štokavskih jezičnih osobina u kopnenom području dugovječna je stvar pa je upravo u tom pogledu i ovo područje zanimljiv dijalekatski prostor.

U dijalektološkoj literaturi nema prikaza ovoga govora. Govor Kljaka nije cijelovito opisan ni na jednoj od jezičnih razina. Stoga će biti zanimljivo iznijeti pojedine fonološke i morfološke jezične osobine navedenoga govora i staviti ih u suodnos s njima susjednim govorima.

Materijal koji je obrađen u ovom radu, snimljen je 2015. godine. Radi se o odgovorima koje su ispitanici davali na postavljena pitanja, zatim o nevezanim razgovorima među ispitanicima te o pojedinačnom govoru ispitanika. Navedeni materijal poslužio je kao polazište za analizu.

Language features of the speech of the village of Kljaci in the Drniš region

The paper analyzes the speech of Kljaci, a small place located in the region of Drniš. This area in northeastern Dalmatia is rich in historical, cultural and linguistic heritage. Croatian language has three dialects: Chakavian, Kaikavian and Shtokavian. The three of its dialects are the three faces of Croatian language. This tri-dialectal feature of Croatian is its essential characteristic and a source of its linguistic uniqueness and value. However, globalization processes have endangered it. The aim of this paper is to remind the individuals of the importance of preserving our linguistic wealth, our local speeches, the value of our linguistic heritage, our dialects. This paper will primarily address this issue, the linguistic aspect, that is, the linguistic analysis of a local speech.

The author will briefly refer to some dialectal features of the neighboring speech area. Primarily, some phonological and morphological linguistic peculiarities are emphasized, as well as syntactic and lexical appearances. Although the speech of Kljaci belongs to the western, New Shtokavian-Ikavian dialect, there are also some Chakavian traits attributed to the remains of that dialect. Namely, before the great migrations were triggered by the Turkish conquests in the 15th and 16th centuries, the region of Drniš belonged to the Chakavian dialect. The interference of the Chakavian and Shtokavian linguistic features in the continental area is a long-standing fact, which is why this area is dialectally interesting.

There is no representation of this speech in the dialectological literature. The speech of Kljaci is not completely described at any of the language levels so far. Therefore, it will be interesting to outline the particular phonological and morphological linguistic features and to correlate them with adjacent speeches.

Material analyzed in this paper was recorded in 2015. It consists of information provided by the respondents, while answering to a specific set of questions, casual off-topic conversation among the respondents and a specific speech of each respondent. The material is used as a starting point for analysis.).

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Gramatičko označavanje habitualnosti u hrvatskom i talijanskom jeziku

Cilj je ovog rada usporediti gramatičko označavanje habitualnosti u hrvatskom i talijanskom jeziku. Kao predložak za analizu koristit ćemo primjere ekstrahirane iz romana Sostiene Pereira (Feltrinelli 1994) Antonia Tabucchia, odnosno hrvatskog prijevoda Pereira tvrdi (prijevod Dean Trdak, Meandarmedia 2014).

Sistematskom usporedbom dvaju sustava nastojali smo odrediti, u okvirima formalno semantičke analize, status habitualnosti u značenjskoj komponenti deiktičkih glagolskih vremena (poglavitno prezenta i imperfekta), u kojoj su uključeni i prilozi produženog trajanja kao redovito, ponekad, obično i slično.

Habitualnost je česta u prvoj makrosekvenciji romana u kojoj glavni lik po nekoj navici radi uvijek iste stvari. Habitualnost se u hrvatskom jeziku izražava relativnom oznakom vremena (Katičić 1992) tj. vremenom zbivanja (eng. *event time*). Apsolutna upotreba vremena primjerice sadašnjost svojstvena je samo glagolima nesvršenog vida (pisati, čitati), dok se glagolima svršenog vida izražava gotov proces (napisati, pročitati).

Talijanske gramatike habitualnost razmatraju u okvirima glagolskog vida, a ne glagolskog vremena (Bertinetto 1991, Salvi-Vanelli 2004). Tako bi habitualnost uz progresivnost i kontinuativnost bila podvrsta imperfektivnog glagolskog vida. U ovom radu analizirat ćemo:

I. Habitualnost i rekurzivnost

1. *Sostiene Pereira di averlo conosciuto in un giorno d'estate.* / Pereira tvrdi da ga je upoznao jednog ljetnog dana. U svih 25 poglavlja ponavlja se sostiene Pereira, na hrvatskom Pereira tvrdi.
2. *La mangiava sempre così, come gliela aveva lasciata la portiera: fredda.* / Uvijek bi je jeo onaku kakvom bi je zatekao: hladnu. U ovom potonjem primjeru habitualnost se u hrvatskom prijevodu izražava kondicionalom.

II. Habitualnost i cikličnost

3. *Pereira sostiene che la città sembrava in mano alla polizia.* / Pereira tvrdi da je grad te večeri izgledao kao da ga je potpuno zaposjela policija.

Analiza pokazuje da su za habitualnost bitni cikličnost obavljanja radnje i rekurzivnost, a nije bitan broj ponavljanja, odnosno frekventnosti glagolske radnje.

Grammatical markers of habituality in Croatian and Italian

This paper aims to compare grammatical features employed to indicate habitual actions in Croatian and Italian. Our analysis is based on examples extracted from the novel Sostiene Pereira (Feltrinelli 1994) written by Antonio Tabucchi as well as from its Croatian translation Pereira tvrdi (translated by Dean Trdak, Meandarmedia 2014). Comparing thoroughly the two language systems, and remaining within the limits of formal semantic analysis, we focused on the status of habitual actions in the semantic component of deictic tenses (especially present and imperfekt/imperfetto), alongside adverbs indicating prolonged duration such as "regularly," "sometimes," "usually," and other similar lexemes.

Habitual actions occur frequently in the first macro sequence of the novel in which the main character regularly performs the same actions. In the Croatian language, habitual actions require an accompanying indication of the time of occurrence (Katičić 1992), or event time. The absolute use of tenses, of the present tense for example, is a property of verbs of imperfective aspect only (*pisati, čitati*: read, write), while the perfective verbal aspect marks an action as completed (*napisati, pročitati*). In Italian grammar books, habitual actions are considered within the category of verb aspect, not tense (Bertinetto 1991, Salvi-Vanelli 2004). Therefore, habituality is a form of imperfective verb aspect alongside progressive and continuous forms. In this paper we examine:

I. Habitual aspect and recursiveness

1. *Sostiene Pereira di averlo conosciuto in un giorno d'estate.* / Pereira tvrdi da ga je upoznao jednog ljetnog dana. Pereira maintains he met him one summer's day. (translation by Patrick Creagh) Sostiene Pereira, in Croatian: Pereira tvrdi (Pereira maintains), is a verbal phrase repeated in each of the twenty-five chapters of the book.
2. *La mangiava sempre così, come gliela aveva lasciata la portiera: fredda.* / Uvijek bi je jeo onaku kakvom bi je zatekao: hladnu. He always ate it as it was, as the caretaker had left it for him, cold. In the latter example, the habitual aspect in the Croatian translation is expressed by the present conditional

II. Habitual aspect and cyclicity

3. *Pereira sostiene che la città sembrava in mano alla polizia.* / Pereira tvrdi da je grad te večeri izgledao kao da ga je potpuno zaposjela policija. Pereira maintains that the city seemed entirely in the hands of the police that evening.

Our analysis proves that habituality relies on cyclicity and recusiveness in the performing of an action rather than on the number of repetitions or the frequency of verbal action.

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O povezanosti ometača i dobi u dječjem priповijedanju

Omatači (engl. *mazes*) se definiraju kao niz riječi ili dijelova riječi, ili dodanih fragmenata koji ne pridonose značenju i protoku jezika (Loban 1976). Pretpostavlja se da djeca upotrebljavaju takve riječi kada izražavaju ideju koja je apstraktna, složena ili nije potpuno razvijena (Leadholm, Miller, 1995). Istraživanja pokazuju da djeca imaju više ometača u kontekstima koji su jezično zahtjevni poput proizvodnje priповједnog teksta za razliku od primjerice razgovora (ref) ili u uvjetima manipulacije složenošću zadatka (ref). Omatači su uglavnom grupirani u kategorije kao što su ispunjene pauze, ponavljanja i samoispavljanja (fonološka, leksička i gramatička). Rezultati istraživanja pokazuju dvojak utjecaj dobi na količinu te na različite vrsta ometača. S jedne strane, pokazuje se da je ukupan broj ometača kontinuiran kroz dobi te samo moduliran složenošću zadatka (npr. Starkweather 1987). No, omjer različitih vrsta ometača može se mijenjati dobi. Pauze i ponavljanja smatraju se karakteristikom mlađe dobi, dok se s vremenom može očekivati pojavljivanje naprednijih vrsta ometača. Cilj je istraživanja bio ustanoviti postoji li kod djece predškolske i rane školske dobi povezanost dobi te a. ukupnog udjela ometača i b. zasebnih vrsta ometača (ponavljanja, samoispavljanja). U istraživanju su proučavani jezični uzorci (transkripti) priповijedanja 157 jednojezične djece koja su ispričala njima nepoznatu priču prema slikovnom predlošku (*Frog where are you*, Meyer, 1969). Kodirana su ponavljanja i samoispavljanja rabeći računalni program CLAN (MacWhinney 2000). Izračunat je prosječan broj ponavljanja (PON_KJ), prosječan broj samoispavljanja (SI_KJ) i prosječan broj ometača ukupno po komunikacijskoj jedinici (O_KJ). Rezultati pokazuju da djeca redovito proizvode netečnosti: pronađeni su kod 97% djece, a O_KJ je prosječno 0,23 (min=0, max=1,39). Prosječan PON_KJ i SI_KJ podjednaki su (0,1, po iskazu). Pearsonova korelacija pokazuje da ukupan broj ometača nije povezan s dobi, ali je O_KJ s njom pozitivno povezan ($p<0.005$, $r=0.220$). No, odnos se dobi i različitim vrstama ometača razlikuje. Dok PON_KJ ne pokazuje povezanost s dobi, SI_KJ je s njom slabo pozitivno povezan ($p<0.001$, $r=0.267$). Ti su rezultati u skladu s objašnjenjem da s vremenom djeca postaju sve bolja u nadziranju vlastite jezične proizvodnje, ali i da se sintaktička složenost njihovih rečenica povećava (Starkweather 1987).

About relation of age and mazes in the children's narration

Mazes are words of fragmentsthat do not contribute to meaning orto general flow of language (Loban 1976). It is assumed that children use mazes when they express an abstract, complex or not fully developed idea (Leadholm, Miller, 1995). Research shows that children use more mazes when faced with complex language tasks such as narration, as opposed to conversation (ref), or when language complexity was manipulated experimentally. Types of mazes are filled pauses, repetitions and selfcorrections (phonological, lexical and grammatical). Research results show the influence of age on the overall amount of mazes, as well as on different types of mazes. The overall number of mazes seems to be constant with age, modulated only by the complexity of the task (e.g. Starkweather 1987). However, the frequency of different types of mazes might change with age. Pauses and repetitions are considered to be a characteristic of younger age, and self-corrections are expected to appear later in language development. The goal of this research was to determine whether there is a correlation between a. overall number of mazes and b. two types of mazes (repetitions and self-corrections) in preschool and school-age children. Narrative samples of 157 children were included in this research. The children told an unfamiliar story using picture elicitation task (*Frog, where are you*, Meyer 1969). Repetitions and self-corrections were coded using CLAN (MayWhinney 2000). The average numbers of repetitions (A_R), self-corrections (A_SC) and mazes (A_M) per communication unit were calculated. The results show that children regularly produce mazes. They have been found in narrative samples of 97% of the children and average A_M is 0,23. The average number of A_R and A_SC is 0,1 for both. Pearson correlation shows that the overall number of mazes is not related to age, but the A_M is ($p<0.005$, $r=0.220$). As for different types of mazes, they show different developmental trends. While A_R shows no correlation with age, A_SC is positively correlated with it ($p<0.001$, $r=0.267$). These results can corroborate the explanation that children as they mature, become better at self-monitoring their language production and that the syntactic complexity of their sentences increases (Starkweather 1987).

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The Association of Grammatical and Social Gender in German and Croatian

The interest in grammatical gender and its reference to the outer linguistic world is a recurrent topic amongst linguists. The present empirical investigation aims to explore how grammatical categories, such as grammatical gender, permeate our cognitive processes and modulate our formation of concepts like social gender [1].

In our experiment we investigated whether speakers of languages with typologically different grammatical gender systems assign different biological or social gender to presented stimuli. Three different populations, namely 5-6-year-old and adult (>18-year-old) German native monolinguals, as well as adult Croatian native monolinguals were tested using a voice attribution paradigm [2]. Hereby we aimed to test whether grammatical and social gender were significantly associated. After presentation of each item, the participants were subject to a qualitative interview to give account of the rationalisation of and reasoning behind their attribution.

In our study, we did not only look at the association of grammatical and social gender by presenting existing words, but also tried to trigger the association employing pseudo-words which morphologically resemble Croatian words. We presented 12 pseudo-words with either male, female or neuter word endings according to the rules of the Croatian grammatical gender system.

Preliminary results show that both German and Croatian adult participants significantly preferred the voice and the grammatical gender to be congruent, meaning that they e.g. preferred a female voice when the grammatical gender of the word was female. The word endings of the presented Croatian pseudo-words clearly triggered the association to the social gender, indicating modulating effect of the grammatical category on the semantic category of social gender.

This exploratory research provides insight into the association between grammatical and biological or social gender and hereby contributes to research of the role of language in construction of gender. The experiment should be expanded to populations whose mother tongue does not possess grammatical gender such as Turkish, Finnish or Bahasa Indonesia. Evidence gathered from the present research might yield interesting results relevant to the fields of linguistics, gender studies and pedagogy.

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Pragmatička svojstva neodređenih zamjenica u hrvatskome kao inome jeziku

Pragmatička svojstva neodređenih zamjenica u hrvatskome jeziku do sada nisu istraživana. Gramatički i značenjski opisi neodređenih zamjenica koje donose deskriptivne gramatike hrvatskoga jezika (Barić i drugi 2005, Silić i Pranjković 2005, Raguž 1997) jedini su opisi te vrste zamjenica jer nema drugih jezikoslovnih radova koji bi se njima detaljnije bavili. Hrvatske gramatike uglavnom se zadržavaju na gramatičkome (morphološkome i sintaktičkome) opisu te značenju neodređenih zamjenica posvećuju znatno manje prostora, a o semantici i pragmatici neodređenih zamjenica, osobito onih složenih, zasad nema jezikoslovnih radova. Semantika neodređenih zamjenica posebno je zanimljiva jer značenje neodređenih (kao i svih drugih) zamjenica izravno ovisi o kontekstu. U didaktičkim kontekstima postojeći su jezični opisi možda dostatni kad je riječ o poučavanju izvornih govornika. Međutim, kad je riječ o poučavanju neizvornih govornika u kontekstu hrvatskoga kao inoga jezika, upravo su semantika i pragmatika neodređenih zamjenica posebno zahtjevne za poučavanje. Tomu je tako s jedne strane zbog činjenice što učenici ne posjeduju imanentno jezično znanje koje bi im omogućilo intuitivnu upotrebu neodređenih zamjenica u odgovarajućim kontekstima i s odgovarajućim značenjem, a s druge strane zbog toga što poučavatelji ne nalaze uporište u stručnoj literaturi. U ovom će izlaganju biti riječi o semantici i pragmatici neodređenih zamjenica te o mogućnostima izražavanja negativnoga stava upotrebom neodređenih zamjenica. Predstaviti će se rezultati kvantitativnoga anketnoga istraživanja ovlađanosti pragmatičkim svojstvima neodređenih zamjenica. Upitnik se sastoji od dva dijela te ispituje ovlađanost pragmatičkim svojstvima neodređenih zamjenica u primanju i u proizvodnji u hrvatskome kao inome jeziku, a primjeri korišteni u upitniku preuzeti su iz korpusa hrWac 2.0. Istraživanje se provodi na studentima hrvatskoga kao inoga jezika na razinama jezične kompetencije B2.1, B2.2 i C1 (N=50) koji su pohađali programe Croaticum – Centra za hrvatski kao drugi i strani jezik u akademskoj godini 2019./2020. Dobiveni rezultati bit će primijenjeni u razvoju nastavnih materijala namijenjenih poučavanja semantičkih i pragmatičkih obilježja neodređenih zamjenica u nastavi hrvatskoga kao inoga jezika na razinama B2 i C1.

Pragmatic Properties of Indefinite Pronouns in Croatian as a Foreign Language

The pragmatic properties of indefinite pronouns in the Croatian language have up until now not been researched. Grammatical and semantic descriptions of indefinite pronouns found in descriptive grammars of the Croatian language (Barić et al. 2005; Silić and Pranjković 2005; Raguž 1997) are the only descriptions of this type of pronoun, since there are no other linguistic works that deal with them in more detail. Croatian grammars mainly spend time on grammatical (morphological and syntactic) descriptions and devote significantly less space to the meaning of indefinite pronouns, and currently there is no linguistic work on the semantics and pragmatics of indefinite pronouns, especially complex ones. The semantics of indefinite pronouns are especially interesting because the meaning of indefinite (like all other) pronouns directly depends on context. In educative contexts, existing linguistic descriptions may be sufficient when it comes to teaching native speakers. However, regarding the teaching of nonnative speakers in the context of Croatian as a foreign language, it is precisely the semantics and pragmatics of indefinite pronouns that are particularly challenging to teach. This is, on the one hand, due to the fact that students do not possess immediate linguistic knowledge that would enable them to intuitively use indefinite pronouns in appropriate contexts and with the appropriate meaning, and, on the other hand, because teachers cannot find a reference point in the professional literature. This presentation will be about the semantics and pragmatics of indefinite pronouns and the option of expressing a negative attitude by using indefinite pronouns. The results of a quantitative survey on the acquisition of the pragmatic properties of indefinite pronouns will be presented. The questionnaire consists of two parts and examines the acquisition of the pragmatic properties of indefinite pronouns in the reception and in the production of Croatian as a foreign language, and the examples used in the questionnaire are taken from the hrWac.2.0 corpus. The research was conducted on students of Croatian as a foreign language at the levels of linguistic competency B2.1, B2.2 and C1 (N=50) who attended programs at Croaticum – Centre for Croatian as a Second and Foreign Language in the academic year of 2019/2020. The results obtained will be applied in the development of lesson materials intended to teach the semantic and pragmatic characteristics of indefinite pronouns in the instruction of Croatian as a foreign language at levels B2 and C1.

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Komunikacijska strategija i retorička analiza glavnih sudionika štrajka obrazovnih sindikata (Zagreb, od 9. listopada do 2. prosinca 2019.)

Važan politički događaj koji je obilježio zadnje tromjeseče 2019. nesporno je bio štrajk obrazovnih sindikata, koji su tražili povećanje koeficijenata. U razdoblju od listopada do početka prosinca analizirali smo komunikacijske strategije i retoriku glavnih medijskih poruka i govora sudionika u prijeporu – premijera, ministrike obrazovanja i sporta, predstavnika sindikata te govora dvaju učitelja na prosvjedu 25. studenoga na Trgu bana Jelačića u Zagrebu. „Nerazumijevanje“ štrajka koji se događa neposredno prije predsjedničkih predizbornih kampanja, premijer komunicira strategijom uvjeravanja korištenjem podataka, ističe porast proračuna Ministarstva znanosti i obrazovanja u mandatu ove Vlade („za tri milijarde kuna“), uspjehe i dobre namjere Vlade, uvjерava da vodi realnu politiku. Prema drugoj strani u sporu koristi i nedopuštena retorička sredstva, tj. etiketiranje (nazivajući štrajkaše interesnim skupinama, demagozima SDP-a, a prosvjed politikanstvom i političkim obračunom), istodobno naglašavajući stalno vođenje dijaloga. Nadalje, koristi strategiju poučavanja (tzv. pogled odozgo) prema sugovornicima (novinarima i posredno štrajkašima): „ja ču još jednom pokušat' plastično objasniti svima kako se pregovaraju plaće...“, „postoje tri modula“, „vrlo važno da razumijete“ itd. Ministrica ne koristi strategiju rješavanja problema, naprotiv pojačava disens rabeći istrošene figure „ratnoga“ konteksta (igre moći, nadmetanje, ukopane pozicije, ukopanih stavova, ukopavati u različite rovove, prepucavati), ironične aluzije (sumnja da su drugi zrele osobe, „svi veliki reformatori i junaci“), a ističući svoj ethos („iskrena i jasna“). Zanimljivo je da su uzbudujući govori dvaju učitelja nadmašili „birokratsku“ retoriku sindikalnih čelnika te da su postali simboli štrajka. U strategiji uzbudivanja (engl. strategy to stimulate) traže akciju, obraćaju se publici intuitivnim znanjem, koje ona lako prenosi s iskustvene razine na eksplisitnu jer postiže trenutačno razumijevanje. Njima je publika diskurzivna zajednica koja odmah prepoznaje ironiju kao aluziju, a sinegdomom i uporabom stvarne priče analogijom prepoznavanja (primjer priče o učiteljici u mirovini) postižu jako emotivno reagiranje publike. Takva strategija aktiviranja publike nastoji ispraviti nepravdu i poboljšati trenutačno stanje. Može se zaključiti da su uzbudujući govorovi bili retorički učinkoviti, postavljeni ciljevi štrajka za učitelje i nastavnike premašeni su, a početno neslaganje Vlade pomaknuto se prema kompromisu za dio štrajkaškoga tijela.

Communication strategy and rhetorical analysis of the main participants in the teacher union strike (Zagreb, 9 October to 2 December 2019)

The teacher union strike motivated by the demand of an increase in the coefficients was, without a doubt, an important political event which marked the last quarter of 2019. We have analysed the communication strategies and rhetoric of the media messages and speeches given by the main participants in this argument – Prime Minister, Minister of Education and Sport, union representatives and speeches given by two teachers at the protest held on 25 November at Ban Jelačić Square in Zagreb – from October to December 2019. The Prime Minister expressed his “lack of understanding” for the strike organized just before the presidential election campaign by using data persuasion strategy. Furthermore, he emphasized an increase in the budget of the Ministry of Science and Education within this Government's term (“three billion kuna more”), success and good intentions of the Government and its realistic policy management. He used unfounded rhetoric devices as he labelled his opponents (stating they are interest groups, demagogues of the Social Democratic Party, and the protest a political statement and political game) simultaneously emphasizing the dialogue. Furthermore, the Prime Minister used the topdown, or teaching strategy when communicating with journalists and, indirectly, with strikers: “I will try to explain clearly once more how the salaries are negotiated...”, “there are three modules”, “it is very important for you to understand” etc. The Minister did not use the problem-solving strategy. She intensified the disagreement by using military and war-related expressions (*power play, competing, entrenched positions, entrenched attitudes, to entrench oneself, bickering*), irony (she expressed her doubt in the maturity of the stakeholders “great reformers and heroes”) and by emphasizing her ethos (“honest and clear”). It is interesting that the excitable speeches of the two teachers outdid the “bureaucratic” rhetoric of the union representatives thus becoming strike symbols. Using the strategy to stimulate, the teachers demanded actions and talked to the audience using their intuitive knowledge. Being clear and understandable, the audience easily transferred such knowledge from the experience level to the explicit one. For these teachers, the audience is a discursive community which immediately recognizes irony as an allusion. Intense and emotional reaction of the audience has been achieved by synecdoche and real-life story the audience can easily identify with (example of a story of a retired colleague). The aim of such strategy activating the audience is to correct injustice and improve current state. It can be inferred that the excitable speeches were rhetorically efficient, the set strike objectives were exceeded and initial Government disagreement turned into a compromise for one part of the strikers.

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Translation universals: translation of personal pronouns from English into Croatian

A number of studies have shown that translated texts are characterized by a number of features that distinguish them both from source texts on the one hand and texts originally written in the target text on the other hand. These, so called, translation universals include, among others, features such as simplification, explicitation and shining through of the SL. In the present study we focus on the former, the shining through of the SL (Teich 2003), more precisely, a situation when a certain linguistic feature exists both in source and target languages, but due to the influence of the source texts its frequency in the translated text is higher than in texts originally written in the target language.

As the measure of the quality of translations is generally believed to be the native use of the target language, the existence of the shining through of the SL reduces the quality of translations and adversely affects their readability. The results of studies focusing on this feature could therefore be very useful informants in many fields, e.g. translation practice, translator training and translation quality assessment (cf. Rabadán et al. 2009).

The operationalisations of translation universals are different for different language pairs and for different genres. In the present paper we set out to investigate the translation of personal pronouns from English into Croatian using a small-scale comparable corpus of fiction translated from English into Croatian. We have chosen personal pronouns since their use differs in English and Croatian, while English requires the subject to be overtly expressed, in Croatian subject pronouns are usually omitted since the information regarding the person and number is implicitly stated in the verb.

The results regarding the frequency and use of personal pronouns in English and Croatian obtained from this small parallel corpus are then compared to a comparable corpus of fiction written in Croatian to ascertain whether the use of personal pronouns in Croatian translation of fiction from English indeed does constitute a feature of translationese.

Rabadán, R.; Labrador, B.; Ramón, N. (2009). Corpus-based contrastive analysis and translation universals. A tool for translation quality assessment English → Spanish. *Babel*, 55, 4, 303–328.

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Ana Vidović Zorić, Marko Liker*Filozofski fakultet Sveučilišta u Zagrebu***Koartikulacijski utjecaji u neposrednom kontaktu hrvatskog velarnog frikativa i dentoalveoarnog okluziva**

Međusobni koartikulacijski utjecaji unutar konsonantskih skupina (CC) istraženi su u znatno manjoj mjeri od onih u dodiru konsonanata i vokala (CV). Recasens i Pallarés (2001) elektropalatografski su istražili koartikulacijski odnos unutar nekoliko konsonantskih skupina u katalonskom, a rezultati su pokazali da su konsonanti u pravilu kontekstualno varijabilniji unutar CC skupina u odnosu na VC ili CV skupinu. Nadalje, njihovo je istraživanje pokazalo da i CC skupine potvrđuju predviđanja Modela stupnja artikulacijske angažiranosti (DAC model), prema kojemu su glasnici s većom angažiranošću leđa jezika koartikulacijski otporniji na utjecaje susjednih glasnika, što istodobno znači da snažnije utječu na njih, jer su, prema Modelu, koartikulacijska otpornost i pritisak u proporcionalnom odnosu (Recasens i sur, 1997).

Cilj je ovoga rada metodom elektropalatografije (EPG) istražiti međusobne koartikulacijske utjecaje glasnika /x/ i /t/ u neposrednom kontaktu. Glasnik /x/ u hrvatskome u fonetskoj je literaturi opisan kao bezvučni frikativ koji se tvori približavanjem stražnjih leđa jezika mekome nepcu, a /t/ je opisan kao bezvučni okluziv realiziran dodirom vrha jezika u zubnonadzubnom području. S obzirom da /x/ u svojoj izvedbi angažira leđa jezika, prema DAC modelu trebao bi imati već stupanj koartikulacijske otpornosti od /t/, koji ne angažira leđa jezika. Koartikulacijsku otpornost glasnika mogu povećati i određeni načini izgovora, među kojima je i frikativnost, što bi /x/ u odnosu na /t/ dodatno učinilo koartikulacijski otpornijim. Ipak, Bakran (1996) dozvoljava da suženje u izgovoru /x/ nastaje i na grkljanu, što bi značilo da je taj glasnik vrlo varijabilan. Ciljni glasnici /x/ i /t/ ostvareni su u riječi /ʒlaxtina/ koju je četiri puta izgovorilo deset izvornih govornika hrvatskoga jezika. Segmentacija, anotacija i obrada podataka učinjeni su u programu Articulate Assistant (Articulate Instruments Ltd., 2010). Koartikulacijski utjecaj mјeren je trima elektropalatografskim mjerama: (1) prednjim jezično-nepčanim kontaktom; (2) stražnjim jezično-nepčanim kontaktom; (3) indeksom lateralnosti. Rezultati pokazuju da je koartikulacijski otpor ciljanih glasnika različit na različitim mjestima artikulacije, ali i da je varijabilnost među ispitanicima velika.

Coarticulatory effects in the immediate contact of Croatian velar fricative and dentalalveolar stop

Mutual coarticulatory effects within the consonant clusters (CC) have been much less investigated than those between vowels and consonants in the immediate contact. Using electropalatography, Recasens and Pallarés (2001) investigated coarticulatory relationship within some of the Catalan consonant clusters, and their results have shown that consonants are in general more variable in CC clusters than in the consonant-vowel contact. Furthermore, their investigation has shown that CC clusters also confirms the degree of articulatory constraint (DAC) model, according to which speech segments involving the tongue dorsum during their production are coarticulatory more resistant to the influence of the adjacent segments, that is, they have a greater effect on them, as the coarticulatory resistance is proportional to coarticulatory effect (Recasens and al., 1997). The purpose of this paper is to investigate mutual coarticulatory influences of the Croatian segments /x/ and /t/ in the immediate contact using electropalatography (EPG). In phonetic literature Croatian segment /x/ is described as voiceless fricative which is produced by approaching the tongue dorsum to the soft palate, and /t/ is described as voiceless stop produced with the tip of the tongue at the dentoalveolar region. Considering that /x/ involves tongue dorsum in its production, according to DAC model it should have a greater level of coarticulatory resistance than /t/, which doesn't involve tongue dorsum. As coarticulatory resistance could be intensified by certain manners of articulation, among which is fricativity, it additionally makes /x/ more constraint. Nevertheless, Bakran (1996) allows constriction for /x/ to be produced at the larynx, which suggestss that the place of articulation for /x/ is very variable in Croatian, thus coarticulatory less resistant. The target consonants /x/ and /t/ are produced in the Croatian word /ʒlaxtina/, which is four times uttered by ten native speakers of Croatian. Segmentation, annotation and data analysis were performed in Articulate Assistant (Articulate Instruments Ltd., 2010). Coarticulatory influence was measured by three electropalatographic measures: (1) anterior tongue-palate contact; (2) posterior tongue-palate contact; (3) laterality index. The results show that the coarticulatory resistance of the target consonants differs in the different articulatory regions and indicate a great variability among speakers.

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Motivacija za učenje francuskoga i talijanskog kao stranih jezika u strukovnom obrazovanju

U procesu učenja stranoga jezika uz kognitivne značajnu ulogu imaju afektivni čimbenici. Mihaljević Djigunović (1998.) ističe pet afektivnih domena: motivaciju, stavove, pojam o sebi, strah i atribucije. Motivacija je vrlo važan čimbenik jer, kako ističe Dörnyei (1998.), čak i učenici s izraženim jezičnim sposobnostima i visokim stupnjem inteligencije neće uspjeti u dugom procesu usvajanja stranoga jezika ako nisu dosta motivirani za učenje. Cheng i Dörnyei (2007.) ističu da je motivacija pokretačka sila, ali i snaga koja pomaže u procesu učenja stranog jezika. S obzirom na to da se na motivaciju može utjecati u kontekstu formalnog obrazovanja, ona se dade razvijati i poticati različitim promjenama u nastavnom radu (Karlak, 2014.), pa su istraživanja u tom smislu osobito korisna.

Cilj istraživanja bio je ispitati postoje li razlike u intenzitetu motivacije za učenje talijanskoga i francuskog jezika u kontekstu formalnog obrazovanja, te u čemu se očituju eventualne razlike. Postavljeni cilj potaknut je rezultatima dosadašnjih istraživanja, koja upućuju da intenzitet motivacije može varirati ovisno o stranom jeziku koji se uči, na što utječe više čimbenika. Polazeći od višedimenzionalnih motivacijskih odrednica, u izlaganju će se osvrnuti na osobnu i društvenu dimenziju motivacije, s naglaskom na motivacijsku promjenjivost, dakle njezino razvijanje ili poticanje tijekom rada u formalnom okruženju, posebno za talijanski, a posebno za francuski jezik.

Istraživanje je provedeno među učenicima srednje strukovne škole. Za prikupljanje podataka korištena je prilagođena inačica Upitnika za mjerenje tipa i intenziteta motivacije učenika za učenje stranoga jezika autorice Jelene Mihaljević Djigunović (1998.). Prikupljeni podaci analizirani su metodom deskriptivne i inferencijalne statistike. Rezultati ovog istraživanja koji će biti prikazani u izlaganju pokazuju intenzitet motivacije u procesu učenja francuskoga i talijanskog jezika, pa mogu biti smjernice u poboljšanju motivacije, a time i doprinos kvaliteti nastavnoga procesa u razrednom okruženju. U tome bi se ogledao i mogući znanstveni doprinos i potkrijepila pozitivna valorizacija i korisnost ovoga istraživanja.

Motivation for learning French and Italian as a foreign language in vocational education

The affective factors, along with the cognitive ones, play a significant role in a foreign language learning process. Mihaljević Djigunović (1998) highlights five affective domains: motivation, attitudes, self-consciousness, fear, and attributions. Motivation is a very important factor because, as Dörnyei (1998) points out, even students with high language skills and high levels of intelligence will not succeed in the long process of learning a foreign language if they are not sufficiently motivated to learn. Cheng and Dörnyei (2007) point out that motivation is a driving force, but also a force that helps in the process of learning a foreign language. Since motivation can be acted upon in the context of formal education, it can be developed and encouraged by various changes made to the teaching process (Karlak, 2014), so against this background research is particularly useful.

The aim of this research was to examine whether there were any differences in the intensity of motivation for learning Italian and French in terms of formal education, and in which aspects these differences became evident. The idea for the aforementioned aim of this paper arose from the results of research studies conducted to date. They indicate that the intensity of motivation may vary depending on the foreign language being learned, which is influenced by several factors. Starting from multidimensional motivational determinants, the presentation will focus on the personal and social dimension of motivation, with an emphasis on the motivational variability, i.e. developing and fostering it while learning in a formal environment. In doing so, Italian and French will be analysed separately.

The research was conducted among students of a vocational secondary school. Data were collected by means of a customized version of the Questionnaire that measures both the type and intensity of motivation in a FL learning context designed by Jelena Mihaljević Djigunović (1998). The data collected were analysed by descriptive and inferential statistics. The research results, which will be demonstrated in the presentation, show the intensity of motivation in the process of learning French and Italian, so they can provide guidance in improving the motivation, and thus contribute to the quality of the teaching process in the classroom environment. Therein lies a scientific contribution of this research and substantiates its positive valorisation and usefulness.

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