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JEZIK U DIGITALNOM OKRUŽENJU

KNJIGA SAŽETAKA

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UVODNO SLOVO / PREFACE

Velike promjene u izvanjezičnome svijetu uvijek potaknu promjene i u jeziku. Kao glavni generatori (izvan)jezičnih promjena mogu se izdvojiti znanstveno-tehnološke promjene, društveno-ekonomske promjene, rat, promjene u stilu života, te, najnovije, čemu nažalost i svjedočimo, epidemije i pandemije. Godinu 2020. i dobar dio 2021. obilježila je pandemija koronavirusa koja je stubokom izmijenila naše živote, naše svakodnevne navike, posao i način rada, učenja, školovanja, a s time i naš jezik. Sve naše uobičajene životne aktivnosti preko noći su „preseljene“ u virtualna bespuća. Jezični su odgovor na te intenzivne životne promjene bili ponajprije neologizmi kojima smo imenovali nove pojave, pojmove i predmete iz naše *koronastvarnosti*, odnosno iz *novog normalnog*, ali i mnoge ludičke, humoristične novotvorbe, najčešće u obliku mema, kojima smo si nastojali olakšati neizvjesnu svakodnevnicu.

U tim okolnostima odlučili smo ovogodišnji skup Hrvatskog društva za primijenjenu lingvistiku posvetiti *jeziku u digitalnom okruženju* sa željom da priloži sa skupa s različitih stajališta i iz perspektiva različitih gramatičkih i lingvističkih disciplina opišu i dokumentiraju promjene koje su se u jeziku dogodile uslijed pandemije koronavirusa i prilagodbe svakodnevnih životnih i radnih aktivnosti na virtualno okruženje.

Neizmjerne nas raduje što je Filozofski fakultet Osijek ponovno domaćin godišnjega skupa Hrvatskog društva za primijenjenu lingvistiku, ali ne raduje nas što i ovogodišnje jubilarno – **trideset i peto** – druženje članova HDPL-a organiziramo u pandemijskoj neizvjesnosti. Ipak, zahvaljujući prošlogodišnjim organizatorima – Rijeci i Splitu – ako nas pandemija i ove godine „natjera“ na virtualno druženje, nećemo ići nepoznatim putovima. Dapače, sjajan virtualni skup koji je održan u rujnu prošle godine i njegove organizatorice izv. prof. dr. sc. Mihaela Matešić i izv. prof. dr. sc. Magdalena Nigoević koje su s nama nesebično podijele svoje iskustvo organizacije virtualnoga skupa jamče nam kvalitetan rad i ove godine.

Na koncu, zahvaljujemo pokroviteljima na dobroti i razumijevanju te svim suradnicima (članovima Organizacijskoga i Programskoga odbora, recenzentima, lektorima, korektorima, prevoditeljima) na susretljivosti i pomoći u pripremi ove knjige, ali i cjelokupnoj organizaciji 35. okupljanja članova Hrvatskog društva za primijenjenu lingvistiku.

Major changes in the extralinguistic world are always closely followed by changes in language. The main generators of (extra) linguistic changes are scientific and technological advances, socio-economic shifts, wars, lifestyle changes, and, most recently, epidemics and pandemics, which we are unfortunately experiencing ourselves. 2020 and a good part of 2021 were marked by a coronavirus pandemic that has radically changed our lives, daily habits, jobs and the way we work, study, educate ourselves. Language has followed suit. All our day-to-day activities have been “moved” to virtual worlds overnight. The linguistic response to these intense life changes has primarily manifested itself in the form of neologisms used to name the new phenomena, concepts and objects from our corona reality, i.e. from the new normal, but also in many outlandish, humorous innovations, most often in the form of memes, with which we tried to alleviate the uncertainty of our day-to-day existence.

In view of these circumstances we have decided to dedicate this year’s meeting of the Croatian Applied Linguistics Society to language in the digital environment. It was our desire that the talks to be presented at our meeting describe and document the changes that took place in language due to the coronavirus pandemic and the adaptation of day-to-day private and professional activities to a virtual environment from different points of view, and from perspectives of different grammatical and linguistic disciplines.

It is our immense pleasure that the Faculty of Humanities and Social Sciences in Osijek is once again hosting the annual meeting of the Croatian Applied Linguistics Society. We are, however, not pleased with the fact that this year’s – thirty-fifth – anniversary meeting of CALS members has to be organized in times of pandemic uncertainty. Still, thanks to last year’s organizers – Rijeka and Split – if the pandemic forces us to once again move to the virtual environment, we will go along a well-trodden path. In fact, an excellent virtual conference held in September last year and its organizers, Associate Professor Mihaela Matešić and Associate Professor Magdalena Nigoević, who have selflessly shared with us their experience of organizing a virtual conference, serve as a guarantee that this year we will also be able to, if necessary, translate our conference seamlessly into the online environment.

Finally, we thank the sponsors for their kindness and understanding and all our colleagues (members of the organizing and program committees, reviewers, revisers, proofreaders, translators) for their kindness and help in preparing this book, but also for their help in the entire organization of the 35th conference of members of the Croatian Applied Linguistics Society.

Ana Mikić Čolić i Maja Glušac

PLENARNA IZLAGANJA / PLENARY SESSIONS



Vesna Bagarić Medve i Leonard Pon

Filozofski fakultet Osijek



KOHERENCIJA PISANOGA TEKSTA U STRANOME JEZIKU: REZULTATI KOHPITEKST PROJEKTA

Koherencija je, uz koheziju, prema brojnim primijenjenim lingvistima (npr. Canale 1983; Celce-Murcia 2007; Bachman i Palmer 2010) ključna komponenta diskursne kompetencije, uz koju se, međutim, veže niz otvorenih pitanja nastalih uslijed teorijskih nesuglasja oko određenja koherencije te nedostatka primijenjeno-lingvističkih istraživanja. Stoga je osmišljeno i provedeno opsežno istraživanje čiji je primarni cilj bio opisati i usporediti obilježja i načine postizanja koherencije te čimbenike koji utječu na (ne)koherentnost u tekstovima korisnika njemačkoga, engleskoga, mađarskoga, francuskoga i hrvatskoga kao stranoga jezika.

Istraživačka pitanja na koja se tražio odgovor u projektu su: na koji način neizvorni govornici hrvatskoga, njemačkoga, engleskoga, francuskoga i mađarskoga jezika razvijaju temu teksta, koje vrste tematskih progresija prevladavaju u tekstovima neizvornih govornika i što uzrokuje slabiju koherenciju teksta. Očekivalo se da će se utvrditi razlike u obilježjima koherencije teksta među stranim jezicima te da će, pored netočne i neprikladne uporabe jezika, na nekoherentnost tekstova utjecati transfer koncepta koherentnosti teksta iz prvoga u strani jezik.

U istraživanju je sudjelovalo 250 sudionika (po 50 za svaki strani jezik) čiji je prvi jezik hrvatski, njemački, engleski, mađarski ili francuski, a koji su u stranom jeziku na jezičnoj razini B1–B2. Podaci o sudionicima i tekstovi na stranom i prvom jeziku, pisani na istu temu, prikupljeni su metodama anketiranja i testiranja te analizirani posebno razvijenom metodom Analize koherencije u inojezičnim tekstovima (AKIT).

Rezultati upućuju na postojanje određenih razlika među tekstovima sudionika koji ovladavaju različitim stranim jezicima u obilježjima koherencije u njihovim tekstovima, ali ne i transfera koncepta koherentnosti teksta iz prvoga u strani jezik. Doprinos istraživanja leži u teorijskim i praktičnim implikacijama dobivenih rezultata.

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TEXTUAL COHERENCE IN FOREIGN LANGUAGE WRITING: THE KOHPITEXT PROJECT RESULTS

According to many applied linguists (e.g. Canale, 1983; Celce-Murcia, 2007; Bachman & Palmer, 2010) cohesion and coherence are the key components of the discourse competence. However, coherence 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 was 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 Croatian, English, French, German and Hungarian.

In the project, the answers to the following research questions were sought: how non-native speakers of Croatian, English, French, German 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 foreign language) whose first language is Croatian, English, French, German or Hungarian, 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 its implications for the theory and practice of foreign language teaching.

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“IF #CORONA DOESN'T TAKE YOU OUT, CAN I?” COVID DISCOURSE ON TWITTER

Mining the information encoded by private internet users in the short texts posted on Twitter (the tweets) is becoming an increasingly fruitful field of research, used for instance by epidemiologists to access supplementary data about epidemics and by linguists, communication scientists and data scientists to understand people's attitudes, beliefs, awareness and reactions to the situation. In recent years, Twitter-based analyses have provided useful information to scientists and professionals about the measles outbreak in the Netherlands in 2013, the Ebola outbreak in Africa in 2014, the Zika outbreak in South America in 2015-2016 and so forth (see Wicke and Bolognesi 2020 for a review).

In the past 2 years, millions of tweets have been posted daily, with hashtags like #Covid, #Coronavirus, #corona, and #covid-19. What is the information communicated in these tweets? How do we talk about Covid in the social media, and in particular on Twitter? What type of topics do we address? What type of figurative frames and metaphors do we use? And did the way we talk about Covid on Twitter change through time, with the development of the pandemic? Did we become increasingly more emotional and opinionated, or increasingly more objective and focused on facts, when we talk about Covid on Twitter? These are some of the questions that will be addressed in my talk. I will report and discuss analyses based on hundreds of thousands tweets, written in English, about Covid (Wicke and Bolognesi 2020; 2021).

The analyses include methods such as topic modelling, sentiment analysis, and the identification of lexical entries that belong to specific figurative frames,

therefore bridging across different disciplines (cognitive linguistics, computational linguistics and communication sciences). I will show that despite some attempts aimed at reframing the discourse around Covid (described for instance in Semino 2021), the conventional metaphors used to talk about the pandemic that feature military terms are still pervasive for different reasons, as discussed in Flusberg et al. (2017). I will show which words within the military domain are used metaphorically to talk about Covid, and how these uses changed over time, throughout the development of the pandemic. I will finally discuss the implications of these analyses for linguistic theory highlighting the importance of a multidisciplinary approach to the study of language.

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JEZIK, (SITUIRANA) KREATIVNOST I KONCEPTUALNA INTEGRACIJA

Jedan od evolucijski najznačajnijih poticaja na kreativnost jest onaj kojeg stvaraju krizni trenuci, trenuci egzistencijalnog izazova čije je rješavanje nužno kako bi se život pojedinca i društva vratio u normalu ili unaprijedio. Upravo su se s takvim izazovom suočili nastavnici u doba pandemije COVID-19 i iznenadnog prelaska na *online* nastavu.

O kreativnosti se može govoriti iz perspektive pojedinca te iz perspektive zajednice, odnosno užeg i šireg konteksta unutar kojeg se dolazi do kreativnih rješenja. U svom ću se predavanju osvrnuti na navedene dvije perspektive i njihove sprege kada je riječ o jeziku, njegovu značaju i njegovu poučavanju.

Jezik je po svojoj prirodi složen, jezično značenje subjektivno i dinamično, a kognitivni mehanizmi poput konceptualne integracije (Fauconnier and Turner 2002; Geld i Stanojević 2018; Turner 2014) upućuju na značaj promišljanja o jeziku kao sustavu čije proučavanje i poučavanje imaju značajnu ulogu u poticanju novog, drugačijeg, kreativnog i inovativnog. Kognitivna znanost govori nam da se ljudska kreativnost najvjerojatnije pojavila u trenutku kada se naša radna memorija toliko razvila da se mogla istovremeno nositi s dvama naizgled suprotnim, kontradiktornim i sadržajno udaljenim elementima. Integracijom takvih dvaju elemenata dolazi do kreativnih rješenja. Naravno, konceptualna integracija koja rezultira kreativnim rješenjem ima i svoje kontekstualne okidače. U tom smislu govorimo o situiranoj kreativnosti (Nonaka i Zhu 2012) koja se kao koncept javlja poglavito u disciplinama koje se bave ekonomskim razvojem. Međutim, smatram da su obrazovne institucije svih razina najbolje

mjesto za redefiniranje situirane kreativnosti kao složenog procesa koji mora postati okosnicom obrazovnog sustava.

Nedavno istraživanje provedeno među nastavnicima nekoliko predmeta, uključujući engleski i njemački jezik, pokazalo je kako je spomenuti prijelaz na *online* nastavu bio kontekstualni pokretač i okidač kreativnim procesima.

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LANGUAGE, (SITUATED) CREATIVITY AND CONCEPTUAL INTEGRATION

Evolutionarily speaking, moments and conditions that foster creativity are often those that are caused by crisis and existential challenges that need to be addressed so as to restore balance and/or create advancement to social groups and individuals. Teachers at all levels of education have been facing such challenges during COVID pandemic and their rather urgent transition to online teaching environment.

Creativity can be discussed in terms of two complementary perspectives: the perspective of (creative) individuals and their cognitive capacities and the perspective of communities surrounding potentially creative individuals, that is a larger situational context within which creative solutions are born. In my talk I will address the two perspectives and their relation to language, or, more specifically, in relation to the nature of language and the ways languages are taught.

Language is complex and dynamic, and cognitive mechanisms, such as conceptual integration, proposed to be responsible for semantic complexities, meaning construal, and dynamics of thought (Fauconnier & Turner 2002, Geld & Stanojević 2018, Turner 2014) point to the importance of investigating and

teaching languages as endeavors yielding novelty and creative solutions. Cognitive science tells us that human creativity probably appeared at the time when our working memory had developed to the extent that we could simultaneously juggle two seemingly distant, different or contradictory elements. The integration of such elements results in creative wholes. Naturally, creativity that results in such composite wholes has its contextual preconditions and triggers. This aspect of creativity has been labeled as situated (see Nonaka and Zhu 2012) and largely discussed within disciplines focused on economic growth. However, I believe that this particular aspect of creativity needs to be expanded and redefined as education-based situated creativity and become a backbone of education.

Recent research conducted among Croatian teachers, including teachers of English and German as L2, has shown that the above-mentioned transition to online teaching environment served as a strong trigger for creative processes.

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ISTRAŽIVANJE KRIZNE KOMUNIKACIJE U DIGITALNOM OKRUŽENJU U DOBA PANDEMIJE

U suvremenome društvu dominantnu ulogu prenošenja vijesti u svakodnevnom životu preuzimaju društvene mreže. U kriznim situacijama, kakva je i pandemija, one mogu, s jedne strane, pomoći u ublažavanju straha i neizvjesnosti te osnaživanju odgovornoga individualnog i grupnog ponašanja, ali s druge strane mogu i negativno djelovati (npr. infodemija, širenje lažnih vijesti i sl.). Naprednim postupcima razvijenima u području umjetne inteligencije danas je moguće istraživati obilježja takve komunikacije i njezin utjecaj na pojedinca i društvo u cjelini. U tome smislu moguće je znanstveno opisati veliku količinu podataka s društvenih mreža te ih prirediti za primjenu u daljnjim znanstvenim istraživanjima koja primjerice imaju za cilj provođenje automatske klasifikacije pozitivnih i negativnih poruka ili pak postupke kojima se nastoje otkriti lažne vijesti. S ciljem istraživanja načina na koje se informiramo kao pojedinci i društvo u cjelini pokrenut je projekt HRZZ-a *InfoCoV: Višeslojni okvir za karakterizaciju širenja informacija putem društvenih medija tijekom krize COVID-19*. Projektom se istražuje krizna komunikacija u digitalnom okruženju, a u izlaganju će se prikazati ciljevi projekta te metode i rezultati istraživanja provedenih od početka pandemije do kraja njezina trećeg vala. Pritom su u žarištu našega zanimanja one informacije koje se šire putem društvenih mreža i *online* portala s vijestima.

EXPLORING CRISIS COMMUNICATION IN THE DIGITAL ENVIRONMENT DURING THE PANDEMIC

In contemporary society the dominant role of conveying news in everyday life is being taken over by the social media. In crisis situations, such as the pandemic, they can, on the one hand, help mitigate the fear and feeling of uncertainty and strengthen responsible individual and group behaviour, but, on the other, they can have a negative impact (e.g., infodemic, spreading fake news, etc.). It is possible to study the traits of such communication and its impact on individuals and the society as a whole with the help of advanced procedures developed within the domain of artificial intelligence. In that sense, it is possible to scientifically describe a large amount of data from the social media and prepare them for use in future scientific research which could be conducted, for example, with the goal of automatically classifying positive and negative messages or developing procedures for identifying fake news. The HRZZ project *InfoCoV: "Multilayer Framework for the Information Spreading Characterization in Social Media during the COVID-19 Crisis"* was started with the goal of studying the ways in which we get information as individuals and as a society as a whole. The project focuses on crisis communication in the digital environment and here we will present the goals of the project and the methods and results of the research carried out from the beginning of the pandemic until the end of its third wave. Our focus is on information being shared via social media and online news portals.

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PREVOĐENJE U DIGITALNOM OKRUŽENJU

Ubrzan razvoj tehnologije utemeljene na strojnom učenju dovodi do velikih promjena u jezičnoj industriji, koje se mogu promatrati na nekoliko razina. Na kognitivnoj razini prijevodnoga procesa tehnologija više nije tek izvanjsko pomagalo; ona u tolikoj mjeri prožima proces da nije uvijek moguće odrediti jasnu granicu između ljudskog djelovanja i tehnologije. Na društvenoj razini poslovni modeli mijenjaju se u pravcu „uberizacije“ profesije, a prevoditeljima se oduzima dio moći i kontrole nad radnim okruženjem, kao i vlasništva nad prijevodnim i jezičnim resursima, čiji su sustvaratelji. Dostupnošću strojnih prijevoda u javnosti se stvara privid lakoće prevođenja, čime se dodatno smanjuje ekonomski i simbolički kapital prevoditelja.

Granica između prevođenja u njegovu prototipnom obliku, koji je u praksi sve rjeđi, i „prevođenju sličnih aktivnosti“ (poput transkreacije ili audiodeskripcije) postaje nejasna i nestabilna. Jednako je fluidna i uloga prevoditelja, koji su istodobno ili naizmjenice redaktori ljudskih ili strojnih prijevoda, terminolozi, kontrolori kvalitete, autori kreativnih tekstova, evaluatori jezičnih sadržaja i dr. U interakciji sa strojnim prevoditeljima i drugim ljudskim i ne-ljudskim akterima izrađuju konačnu verziju teksta, čije je autorstvo često nedefinirano. Dodana vrijednost koju donose ljudski prevoditelji sastoji se u njihovu izvanjezičnom znanju, pragmatičkoj osjetljivosti, svijesti o kulturnim razlikama te u razumijevanju potrebnih prilagodbi i očekivane razine kvalitete s obzirom na prijevodnu situaciju i krajnje korisnike.

Uz mnoge etičke dvojbe koje proizlaze iz navedenih trendova, a koje uključuju potrebu trajnog preispitivanja odnosa čovjeka i tehnologije, na metarazini se pojavljuje i pitanje redefiniranja samoga pojma prevođenja. U ovom će izlaganju

biti predstavljeni relevantni tehnološki trendovi i njihove implikacije za konceptualizaciju prevođenja, kao i ključne etičke dileme budućeg razvoja.

TRANSLATION IN A DIGITAL ENVIRONMENT

The rapid advances in machine learning-based technology have caused major changes in the language industry, which can be observed at multiple levels. At the cognitive level of the translation process, technology is no longer merely an external aid; it permeates the process to such an extent that the border between human action and technology has become fuzzy. At the social level, business models are shifting towards uberisation of the profession, with translators being increasingly denied power and control over their work environments as well as ownership over the translation and language resources they have co-created. The wide availability of machine translation creates an illusion among the general public that translation is effortless, which additionally lowers translators' economic and symbolic capital.

The distinction between translation in its prototypical form, which is today less and less common in practice, and translation-like activities such as transcreation or audiodescription is becoming blurred. Equally fluid are translation-related job profiles, with translators taking on the tasks of revisors, post-editors, terminologists, quality controllers, creative text authors, language content evaluators and others. In interaction with machine translators and other human and non-human actors, they produce the final version of the text, whose authorship is often undefined. The added value of human translators is their extralinguistic knowledge, pragmatic sensitivity, awareness of cultural differences, as well as their understanding of the required adaptations and expected quality levels in a given translation situation and for specific end users.

Alongside the many ethical dilemmas arising from these trends, which highlight the need for continuous critical appraisal of the human-technology relationship, the metalevel also involves the issue of redefining the very concept of translation. In this talk, the relevant technological trends will be presented and their implications for the conceptualisation of translation discussed, with key ethical dilemmas of future development outlined.

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INTERNET, PONOS I PREDRASUDE: KOMUNIKACIJA U MREŽI (NE)ZNAJA O SVIJETU

Pored sustava zajedničkih vrijednosti, formativnih uvjerenja i etičkih načela, različite ljudske zajednice, bez obzira na vlastitu brojnost ili društveni utjecaj, često uspostavljaju i **stereotype** koji se tiču pripadnika drugih skupina, a izgrađuju se na temelju dostupnih saznanja pripadnika određene zajednice o svijetu izvan njezinih granica. Takvi stereotipi, ovisno o prirodi i veličini zajednice koja ih stvara, utemeljeni su na različitim vidovima kolektivne diferencijacije (od spolne, dobne, obrazovne i stručne, preko svjetonazorske, pa sve do nacionalne, rasne ili religijske), a kada se jednom uspostave, unutar zajednice koja ih je stvorila pokazuju veliku izdržljivost, odolijevajući godinama, desetljećima, a ponekad i čitavim stoljećima, pred „naletima“ novih saznanja koja ih ponekad vrlo uvjerljivo demantiraju.

Njihova dugotrajnost i otpornost na svaku, pa i najmanju, promjenu, zasigurno je povezana s činjenicom da iza svakog stereotipa stoji po jedna duboko ukorijenjena kolektivna **predrasuda** o drugima i drukčijima, što svakoj ljudskoj zajednici ujedno omogućuje i stvaranje, u pravilu pozitivnih, stereotipa i predrasuda o samoj sebi.

Ako navedeni proces promatramo kronološki, možemo reći da dostupna iskustva određenog broja pripadnika jedne ljudske zajednice s određenim brojem pripadnika druge zajednice služe kao temelj za kolektivno kreiranje određenog stereotipa, a tako nastali stereotip zatim služi kao „okidač“ za stvaranje predrasude koja se u narednom vremenu projicira na sve pripadnike te zajednice,

pa tako i na one s kojima nas ne povezuje nikakvo neposredno iskustvo, tj. o kojima ne posjedujemo nikakva saznanja.

Tako nastale predrasude ne moraju nužno imati negativan predznak. Naprotiv, različitim je ljudskim zajednicama, osim stvaranja negativne slike o drugima te kreiranja vlastitoga pozitivnog odraza u njoj, vrlo često svojstveno i kreiranje pozitivnih stereotipa te projiciranje povoljnijih predrasuda na pripadnike drugih zajednica (poput primjerice one o Nijemcima kao točnim i vrijednim radnicima trajno posvećenim ideji napretka, Britancima kao uzornim džentlmenima ili Sarajlijama kao ljudima s iznimnim smislom za humor koji su uvijek spremni na šalu), i to prema istom kronološkom načelu.

U tom je smislu prvi cilj ovoga izlaganja pokušati na temelju teorijsko-metodološkoga aparata kognitivne lingvistike, odnosno, preciznije, **teorije konceptualne integracije** (usp. npr. Turner i Fauconnier 2000), raščlaniti kognitivne mehanizme koji omogućuju brzo širenje i iznimnu dugotrajnost jednom uspostavljenih stereotipa i na njima utemeljenih kolektivnih predrasuda, kao i njihovu otpornost na promjene te nova saznanja o drugima i sebi.

Drugi mu je cilj tako predočene činjenice promotriti u kontekstu različitih aspekata **komunikacije putem interneta**, pokušavajući odgovoriti na pitanje funkcionira li ovaj medij primarno kao mjesto susreta i komunikacije među nepoznatim ljudima, pouzdan izvor informacija o drugima, generator novih spoznaja i posljedičnog razbijanja predrasuda o njima ili pak kao medij koji nas naprosto „hrani” informacijama i stavovima kakve smo već naviknuli konzumirati u svakodnevnom životu te na taj način, umjesto njihova razbijanja (ili barem ublažavanja), vrlo često služi učvršćivanju otprije usvojenih stereotipa i dodatnome produbljivanju s njima povezanih predrasuda o zajednicama kojima ne pripadamo.

INTERNET, PRIDE AND PREJUDICE: COMMUNICATION IN A NETWORK OF THE WORLD (UN)KNOWLEDGE

Apart from sharing a system of values, formative convictions and ethical principles, social communities of any size or influence tend to harbor **stereotypes** about members of other social communities. Such stereotypes arise from knowledge about the world beyond the community's borders. Depending on the nature and size of the community, its stereotypes tap into various aspects of collective differentiation, like that based on gender, age, education, profession, world-

view, nation, race or religion. Once established, stereotypes become highly stable, withstanding for years, decades, centuries even, the “onslaught” of novel insights, even those that prove beyond doubt that those stereotypes are false.

Contributing to the longevity of stereotypes and their resistance to even the slightest change is the fact that behind every stereotype lies a deeply ingrained **prejudice** against “them” or “the unlike”. This, in turn, allows every community to create positive stereotypes and prejudice about itself.

If we try to trace the chronology of stereotype building – we might say that the experience derived by members of one community from interacting with members of another community serves as the breeding ground for collective stereotyping. The stereotypes derived in this manner “trigger” prejudice, which is then projected in future onto all members of the other community, even those with whom an individual has had no direct experience, i.e. those that they know nothing about.

The prejudice created in this way need not always be negative, quite the opposite. Besides building a negative image of others and using that as a platform for positive self-perception, communities can also build positive stereotypes and project favorable prejudice as regards members of other communities (for example, when Germans are stereotyped as punctual, hardworking, progressive; the British as model gentlemen; and Sarajevans as people with a keen sense of humor, always ready to tell a joke), following the same chronological principle.

The goal of this presentation is to use the tenets of cognitive linguistics, in particular of **the theory of conceptual integration** (see e.g. Turner and Fauconnier 2000), to tease apart the cognitive mechanisms which enable the spread and persistence of stereotypes and associated collective prejudices, make them resistant to change and insulated from new insights about self or others.

Its second goal is to look at the presented facts in the context of various aspects of **communication via the Internet**, trying to answer the question of whether this medium functions primarily as a meeting place for communication among strangers, a reliable source of information about others, a generator of new knowledge and, consequently, ground for breaking our prejudices about them, or, on the other hand, as a medium that simply “feeds” us with information and attitudes that we are already accustomed to consuming in everyday life, and thus, instead of breaking some of them (or at least mitigating them), it often serves to reinforce previously adopted stereotypes and further deepen related prejudices about communities to which we do not belong.

IZLAGANJA U SEKCIJAMA / GENERAL SESSIONS



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KAKO SE HRVATSKI PREDŠKOLCI IZRAŽAVAJU U PANDEMIJSKOM JEZIČNOM OKRUŽENJU

Jezik kao živa tvorevina iako teži nepromjenjivosti zapravo se neprestano mijenja, kako zbog onih unutarjezičnih, tako još značajno više zbog onih drugih, odnosno izvanjezičnih razloga. Proces usvajanja jezika započet još u predrodnom razdoblju ne završava polaskom djeteta u školu oko šeste/sedme godine, nego se i dalje nastavlja paralelno s procesom učenja jezika. Istraživanja procesa usvajanja hrvatskoga jezika (Pavličević-Franić 2005; 2011; Kuvač Kraljević i Palmović 2007; Jelaska 2005; 2007; Aladrović Slovaček 2019; Hržica 2019) pokazala su da se baza materinskoga jezika oblikuje oko treće godine, no dijete još uvijek čini odstupanja na svim jezičnim razinama pojednostavljanjem i neprovođenjem svih gramatičkih pravila. No, sva odstupanja koja čini nisu izvan sustava hrvatskoga jezika, nego pokazuje da zna lingvistički misliti (primjerice: *hoćem, možem, ležila, stajila, opraj* i sl.), a njegova se kreativnost očituje osobito na leksičkoj razini u obliku tvorbe većeg broja neologizama (*supermenica, junakica*). Naravno, njihova uporaba i raznolikost ovise o jezičnome unosu i okolini. Pojava pandemije koronavirusa usmjerila je odrasle da s djecom sve češće razgovaraju o trenutnoj situaciji, u medijima je često prisutna tema povezana s pandemijom, njezinim uzrocima i posljedicama, ali i u vrtićima se djeca upoznaju sa situacijom kako bi na sve novo, što ona donosi, što bolje reagirala i prevenirala njezinu dugotrajnost. Slijedom navedenoga, teme povezane s koronavirusom sveprisutne su u dječjemu diskursu. Upravo zato željeli bismo napraviti istraživanje koje će obuhvatiti 50-ak djece predškolske dobne skupine iz desetak vrtića u gradu Zagrebu i Središnjoj Hrvatskoj te će se s njima napraviti kratki intervju od pet pitanja pripremljen za potrebe ovoga istraživanja (o igri, pričama, crtanim filmovima, koronavirusu, prijateljima), a koje će provesti roditelji ili odgojitelji u vrtiću kako bi im okruženje bilo prirodno. Intervju će se snimiti te potom transkribirati kako bi se utvrdilo koje jezične jedinice na leksičkoj, semantičkoj, gramatičkoj i stilskoj razini djeca rabe kada govore o pandemiji koronavirusa. Također će se analizirati i mogući paralingvistički elementi uključeni u dječji iskaz.

PRESCHOOLERS' LINGUISTIC EXPRESSION IN THE PANDEMIC LINGUISTIC ENVIRONMENT (EXAMPLE OF CROATIA)

Language is, as a living entity, constantly changing but at the same time sustaining its stability, with changes taking place due to both intralinguistic and even significantly more due to other, extralinguistic factors. The language acquisition process that started in the prenatal period does not end when a child starts school at the age of six or seven, but is continued parallel to the process of language learning. Research into the process of Croatian language acquisition (Pavličević-Franić, 2005; 2011; Kuvač Kraljević and Palmović, 2007; Jelaska, 2005; 2007; Aladrović Slovaček, 2019, Hržica, 2019) has shown that the base of the mother tongue is formed around the age of three, but aberrations from the language norm can be observed on all language levels since children simplify and do not follow all language rules in their speech. However, not all aberrations are outside the Croatian language system since a child is, in fact, demonstrating that he/she is capable of thinking linguistically (for instance: *hoćem, možem, ležila, stojila, opraj* and so on), and his/her creativity is especially evident on the lexical level in forming a significant number of neologisms (*supermenica, junakica*). Their usage and variety depend, naturally, on language input and environment. Since the beginning of the corona virus pandemic there has been a growing need to talk to children about the current situation, its causes and consequences. The subject is also quite dominant in the media and children are acquainted with the subject in kindergartens as well, in order to be able to accept the changes that the pandemic brings and its lengthy duration. Consequently, topics connected with the corona virus are inevitably present in children's discourse. It is therefore our goal to conduct a research which will include about 50 preschool children from ten kindergartens in Zagreb and Central Croatia. A short interview consisting of five questions will be conducted with the children, especially designed for the purposes of this research (about play, stories, cartoons, corona virus, friends). In order to ensure a natural environment for children, the interview will be conducted by their parents or kindergarten teachers. The interviews will then be recorded and transcribed in order to determine which language units on the lexical, semantic, grammatical and stylistic level children use when talking about the corona virus pandemic. Possible paralinguistic elements of children's speech will also be analysed.

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KONTRASTIVNA LINGVISTIKA U DIGITALNOM OKRUŽENJU: PRIMJER UPORABE VEZNIKA U DVAMA SRODNIMA JEZICIMA

Istraživanja jezične produkcije govornika stranoga jezika i danas se često usredotočuju na dijagnosticiranje, klasificiranje i uklanjanje jezičnih pogrešaka, što su i temeljna polazišta kontrastivne analize koja se razvila šezdesetih godina 20. st. No, razvojem korpusne lingvistike i izradom različitih elektroničkih korpusa, prije svega učeničkoga korpusa, u kontrastivnoj se lingvistici otvara novo poglavlje. Kontrastivna analiza međujezika, znanstveno-istraživačka metodologija koja je uzela maha u posljednja dva desetljeća (više o tome u Granger 2015), fokusira se na jezičnu produkciju govornika stranoga jezika u usporedbi s govornicima prvoga jezika iste dobi i s istim kognitivnim sposobnostima. Elektroničkim se korpusima naime osim pogrešne uporabe razotkriva preniska i/ili previsoka frekvencija određenih jezičnih elemenata, i to najčešće kao rezultat strategije njihova izbjegavanja. To je jedan od razloga da na višim razinama učenje stranoga jezika sporije napreduje. Kada učenici, u našem slučaju studenti, postignu visoku komunikacijsku kompetenciju, manje su motivirani za učenje novih jezičnih elemenata. Osim toga, njihova govorna fluentnost prikriva upotrebu strategije izbjegavanja na račun novih, težih i nepoznatih jezičnih elemenata. Budući da su se dosadašnja kontrastivna proučavanja slovenskoga i hrvatskoga uglavnom bavila jezičnim pogreškama (više o tome u Požgaj Hadži i dr. 2012), ovdje nas zanimaju odstupanja u uporabi jezičnih elemenata govornika inojezičnoga hrvatskoga kojima je prvi jezik slovenski. U radu se istražuje uporaba veznika koji omogućuju formiranje kompleksnijih rečeničnih struktura. Metodom kontrastivne analize međujezika prvo se proučava frekvencija uporabe veznih elemenata, a zatim se kvalitativnom analizom pokušavaju dijagnosticirati razlozi odstupanja koja se pojavljuju u inojezičnome hrvatskom jeziku. Rezultati istraživanja mogu poslužiti u izradi didaktičko-metodičkih materijala koji će studentima približiti jezičnu praksu izvornih govornika.

CONTRASTIVE LINGUISTICS IN A DIGITAL ENVIRONMENT: THE USE OF CONJUNCTIONS IN TWO RELATED LANGUAGES

Even today, research on the language production of foreign language speakers often focuses on detecting, classifying and correcting language errors, which are the basic principles of contrastive analysis that developed in the 1960s. However, with the development of corpus linguistics and the compilation of various electronic corpora, especially the student corpus, a new chapter in contrastive linguistics was opened. Contrastive cross-linguistic analysis, a research methodology that has flourished over the last two decades (cf. Granger 2015), focuses on the language production of foreign language speakers compared to first language speakers of the same age and with the same cognitive abilities. Furthermore, electronic corpora reveal incorrect use, but also show too low and/or too high frequency of certain language elements, especially as a result of avoidance strategies. This is one of the reasons why the process of foreign language learning slows down at higher levels. When students reach a high level of communicative competence, they are less motivated to learn new language elements. Moreover, the use of avoidance strategies is overlooked because of students' fluency at the expense of new, more difficult, and unfamiliar language. In contrast to previous contrastive studies of Slovenian and Croatian, which have mainly dealt with language errors (cf. Požgaj Hadži 2012), this paper focuses on variations in the language use of foreign speakers of Croatian whose first language is Slovenian. The paper further investigates the use of conjunctions, which are used to form more complex sentence structures. The method of contrastive cross-cultural analysis is first employed to examine the frequency of connectives, followed by the qualitative analysis, which attempts to explain the reasons for the variations that occur in Croatian as a foreign language. The results can serve as a basis for future didactic and pedagogical materials which will help students understand the language use of native speakers better.

Katica Balenović

Sveučilište u Zadru

AN INSIGHT INTO THE LANGUAGE OF DIGITAL NATIVES

Digital natives (Prensky 2001) create and use a new digital, computer-mediated language for communication among their peers. This new language is being created using abbreviations, shortenings, jargons, coinings, mostly derived from the English language as a language of the global social networks, a language known as Netspeak or Netlish (Crystal 2004), a language of the digital world. In everyday communication, without any critical thinking about the meaning, the use of non-standard forms of both Croatian and English language is being noticed. The paper examines the extent to which primary school digital native comprehends spoken and written digital discourse. The study is based on the use of Croatian/English expressions which were gathered from digital natives' informal communication. The sample of participants included 83 primary school students in two different sociocultural contexts. The initial hypothesis was that there is a misunderstanding of Croatian/English expressions that participants used in their informal network communication. A questionnaire was used consisting of Croatian/English structures in which participants' understanding of meaning was tested. Moreover, participants were asked to give the Croatian equivalent if they understood the meaning. The research results indicate the difference between self-assessment and a real understanding of the meaning of the Croatian/English language constructions by the primary school digital native.

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DISFLUENTNOSTI KOD (NE)IZVORNIH GOVORNIKA HRVATSKOGA I ŠPANJOLSKOGA JEZIKA

Govorna se disfluentnost donedavno smatrala neestetskim, nepoželjnim, a prema nekim autorima čak i negativnim aspektom govorne proizvodnje. Međutim, novija istraživanja disfluentnost sagledavaju u kontekstu složenosti govora te ju ocjenjuju kao funkcionalnu sastavnicu proizvodnje govora koja pridonosi olakšanoj produkciji i percepciji govora. S obzirom na to da fluentnost govora ovisi o nizu čimbenika (komunikacijskoj okolini, kompetencijama govornika, temi govora, govornome stilu, sociodemografskim obilježjima govornika itd.), metodološki pristup istraživanju govornih disfluentnosti može uvelike varirati. Tako se primjerice disfluentnosti mogu proučavati s akustičkog, perceptivnog, kontrastivnog i drugih pristupa. U prilog složenosti disfluentnosti idu i rezultati kvantitativnoga istraživanja Fox Tree (1995) prema kojem na 100 izgovorenih riječi njihova čestotnost varira od 2 do 26. U posljednja dva desetljeća u području forenzične fonetike poštapalice i stanke oklijevanja kao posebne vrste disfluentnosti istaknule su se kao vrlo snažan indikator pri prepoznavanju govornika te kao idiosinkratično govorno obilježje.

U ovome se radu na prikupljenome korpusu od 18 govornih snimki spontanoga govornoga stila (izvorni govornici poluotočne varijante španjolskoga, neizvorni govornici španjolskoga jezika C2 razine poznavanja jezika prema ZEROJ-u te izvorni govornici hrvatskoga) analizirala govorna disfluentnost ispitujući njezinu čestotnost, repertoar te mjesto pojavljivanja unutar govornoga iskaza. Govornici su snimljeni u studiju za akustička snimanja Odsjeka za fonetiku Filozofskoga fakulteta u Zagrebu, visoko kvalitetnom opremom. Preliminarnom analizom primijećene su razlike u govornoj disfluentnosti s obzirom na mjesto pojavljivanja, vrstu i čestotnost. Osim ispitivanja jezičnih razlika zanimljivo će biti istražiti govornu disfluentnost pri govoru na materinskom hrvatskom i nematerinskom španjolskom jeziku, s obzirom na to da je spontani govor potaknut istim temama za razgovor. Nadalje, iako je razina poznavanja stranoga jezika visoka, za očekivati je da će više disfluentnosti biti na jeziku L2. Također, ispitat će se razlike u disfluentnosti između izvornih i neizvornih govornika španjolskoga jezika, čime će se dodatno istražiti koreliraju li govorna (dis)fluentnost i visoka razina poznavanja jezika.

SPEECH DISFLUENCIES IN (NON)NATIVE SPEAKERS OF CROATIAN AND SPANISH

Until recently, speech disfluency has been treated as unaesthetic, inappropriate, and according to some authors even negative aspect of speech production. However, recent researchers perceive disfluencies as part of complex speech production process, and therefore assess them as functional constituent of speech production which contributes to eased speech production and perception. Since speech fluency depends on a number of factors (communication environment, speaker competence, speech topic, speaking style, sociodemographic information about speaker etc.), methodological approach to speech disfluency research could vary considerably. Accordingly, for example, speech disfluencies could be analyzed from acoustical, perceptive, contrastive and other approaches. Fox Tree (1995) quantitative research results support complexity of speech disfluencies, by a relatively wide range of average disfluency frequencies (from 2 to 26 on 100 spoken words). In the last two decades in the field of forensic phonetics, catch-phrases and filled pauses, as types of speech disfluencies, have been stressed out as strong indicators in process of speaker recognition, as well as intense idiosyncratic speech markers.

In this research, from the corpora of 18 audio samples of spontaneous speech (native speakers of Peninsular Spanish, non-native speakers of Spanish with C2 level of language proficiency according to ZEROJ and native speakers of Croatian) speech disfluencies have been analyzed, by determining their frequency, repertoire and place of their production in utterance.

Speakers have been recorded at the studio for acoustic recordings at the Department of phonetics (Faculty of Humanities and Social Sciences, University of Zagreb) with high quality sound-recording devices. Preliminary perceptive analysis pointed out differences in speech (dis)fluency, according to place, type and frequency of disfluencies. Apart from contrastive language differences, we have also found interesting differences in speech disfluencies in native and non-native language production in Spanish (analyzed on speech samples from different speakers, but motivated by same topics). Further on, although language proficiency level is very high (C2), it is expected that language production in L2 would be less fluent. Also, differences in disfluencies among native and non-native speakers of Spanish will be examined, which could answer the question of whether speech (dis)fluency correlates with high level of language proficiency.

Silvija Batoš i Jelena Dubčić

Sveučilište u Dubrovniku

VIRTUAL VISUAL COMMUNICATION IN E-LECTURING

We are currently living in the age of the mediated image as a highly effective medium of communication. Recent advances in information technology and digital photography have consolidated its role. Images can be digitally obtained, stored and, displayed. As a result, we claim to be visual thinkers and that may affect our learning approaches. According to visual communications educator, Paul Martin Lester, “The goal of education is to teach an individual how to seek factual information and base reasoned conclusions on those data”.

Visual imagery is powerful for sending affective signals and messages, stimulating our imagination (Maley, A.). Images can be striking, affectively engaging, memorable and work best when they are authentic. Studying images is the process of paying real detailed attention to our life. On the one hand, we are submerged in a flood of moving images, and on the other there are available resources for accessing, storing, and retrieving digitally generated images. Lecturers and students may decide to take advantage of the current popular image engines, image sharing, image organizers, image manipulation applications, video-editing software, video-sharing sites, and more.

Like words, images have their own grammar, a set of rules for processing and analysing them. The study of the rules combines elements of linguistics, sociology, psychology, graphic design (the importance of colour, form, depth, and movement), photography, semiotics, journalism, advertising, public relations, stereotyping, and ethics.

Many visual communication activities during courses are highly communicative, due to the fact that any task involving image analysis may work best as a collaborative effort in which individuals share and discuss different ideas. So, it is an excellent area to be integrated into the lecturing process which we have done at the University of Dubrovnik / Media & Culture and Restoration & Conservation studies.

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AKUSTIČKA ANALIZA GOVORA S RAZLIČITIM POKRIVALIMA ZA LICE

U još uvijek aktualnom dobu pandemije koronavirusa (COVID-19) upotreba je različitih pokrivala za lice (maske za lice, medicinske maske, filtrirajuće polumaskе s ventilom i bez ventila, vizir za donji dio lica te vizir za cijelo lice), postala dio naše svakodnevice. U nekim je dosadašnjim istraživanjima uže povezanima s ovom temom ispitan stupanj prikrivanja glasa te utjecaj maski, marama i drugih dodataka na razabirljivost govora (Llamas, Harrison, Donnelly i Watt 2009), međutim istraživanja akustičke naravi vrlo su malobrojna. Stoga je u ovome radu prikupljen korpus fonacija (vokala [a]), čitaćega govora (po pet ciljanih riječi za vokal [a] i [i] te nefrikativni tekst) i spontanoga govora muških i ženskih izvornih govornika hrvatskoga jezika (N=2), na temelju kojih su provedene akustička i perceptivna analiza. Akustičkom su analizom uspoređene vrijednosti različitih parametara fundamentalne frekvencije (prosječna F0, medijan F0, raspon F0, Fb, Alt_Fb) i formantske vrijednosti vokala, dok su akustičkom i perceptivnom analizom uspoređeni dugotrajni prosječni spektri (LTASS) tijekom govora s različitim pokrivalima i bez njih. Snimanje je provedeno u studiju za akustička snimanja na Filozofskome fakultetu u Zagrebu, visoko kvalitetnom opremom. Pretpostavilo se da će biti statistički značajnih razlika u analiziranim akustičkim parametrima i pridruženim mjerama u usporedbi govora s različitim pokrivalima i bez njih kod istoga govornika. Nadalje, pretpostavilo se da će se najrobusnijima, odnosno najmanje podložnima varijabilnosti, od mjera fundamentalne frekvencije pokazati bazična vrijednost i medijan, a od formantskih frekvencija treći formant (Bašić i Biočina 2020). Statistička je značajnost rezultata istraživanja ispitana prikladnim statističkim postupcima za nezavisne uzorke (t-test, analiza varijance). Dobiveni se rezultati mogu interpretirati u širem kontekstu ljudskoga djelovanja (od opće ljudske komunikacije, svih razina nastavnoga procesa, akustičke fonetike, forenzične fonetike itd.) te doprinose boljem razumijevanju značajki govora u vremenu pandemije koronavirusa.

ACOUSTIC ANALYSIS OF SPEECH WITH DIFFERENT FACE COVERINGS

In the still current era of the coronavirus pandemic (COVID-19), the use of various face coverings (face masks, medical masks, filtering half masks with and without valves, visors for the lower part of the face, and visors for the whole face) has become part of our everyday life. In some previous research, more closely related to this topic, the degree of voice disguise and the influence of masks, scarves and other face coverings on speech intelligibility were examined (Llamas, Harrison, Donnelly and Watt, 2009), however, studies of acoustic nature are very few. Therefore, for this paper, a corpus was collected consisting of phonation (vowel [a]), reading (five target words for each of the two vowels [a] and [i] and the non-fricative text), and spontaneous speech of one male and one female native speaker of the Croatian language. Acoustical analysis was conducted to analyse the values of different fundamental frequency measures (average F0, median F0, F0 span, Fb, Alt_Fb) and formant frequencies of the vowels, while with acoustic and perceptual analysis the long-term average speech spectrum (LTASS) during the speech with and without different coverings was compared. The recording was conducted in the studio for acoustic recordings at the Faculty of Humanities and Social Sciences in Zagreb, with high quality equipment. It was assumed that there would be statistically significant differences in the analysed acoustic parameters and associated measures when comparing speech from the same speaker with and without different coverings. Furthermore, it was assumed that the baseline value and the median, among the fundamental frequency measures, and the third formant among the formant frequencies, would be the most robust measures, i.e., least susceptible to variability (Bašić and Biočina, 2020). The statistical significance of the results was examined by appropriate statistical procedures for independent samples (t-test, analysis of variance). The obtained results can be interpreted in the broader context of human action (from general human communication, to all levels of the teaching process, acoustic phonetics, forensic phonetics, etc.) and contribute to a better understanding of speech features during the corona virus pandemic.

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ŽENSKI I MUŠKI SVIJET U HRVATSKIM POSLOVICAMA

Poslovice kao sažete tekstne strukture primarno se određuju kao usmeni (narodni) književni oblici u kojima se iznose univerzalne misli na temelju pojedinačnih iskustava prepoznatljivih i razumljivih govornicima jezične, tj. društvene zajednice u kojoj su nastale. Danas, u odnosu, primjerice, na frazeme, primjena poslovice u javnome diskursu znatno je rjeđa, a poslovice se u hrvatskom jeziku bilježe najčešće u tiskanoj formi (Mikić i Škara 1992, Kekez 1996, Ujević 2011 itd.), dok su mrežni izvori u kojima se donosi popis poslovice rijetki. Običaji, ljudske karakterne i tjelesne osobine, društvene i vjerske vrijednosti, čovjek i priroda najčešći su motivi o kojima poslovice progovaraju. Među njima, muško-ženski odnosi također su tema brojnih poslovice koje se, s obzirom na prošla vremena kad su nastale, mogu smatrati izvorom stereotipne i predrasudne slike o statusu žene i muškarca u društvu koja postoji u čovjekovoj svijesti. Na temelju poslovice sa sastavnicom *žena, baba, majka, kći, sestra, cura, udovica, otac, sin, muž...* izdvojenih iz Kolokacijske baze hrvatskoga jezika Instituta za hrvatski jezik i jezikoslovlje (<http://ihj.hr/kolokacije/>) u radu će se analizirati poslovice u kojima se obrađuju muško-ženski odnosi (npr. *Ženi sina kad hoćeš, a kćer udaj kad možeš., Ljubav daj ženi, ali tajnu odaj samo majci i sestri., Žena nosi muža na licu, a muž ženu na košulji.*), odnosno koje upućuju na neku pojedinačnu osobinu koja se pripisuje muškarcu ili ženi (npr. *Kakvo drvo, takav klin, kakav otac takav sin., Žene, vlasi i orasi ne muče neg buče., Lice curu udaje, a srce odaje., Ni u moru mjere, ni u ženi vjere.*). Analiza uključuje sljedeće: 1. izrazna (strukturna) i sadržajna obilježja poslovice motiviranih muško-ženskim odnosima, 2. zastupljenost takvih poslovice u drugim leksikografskim mrežnim izvorima, 3. zastupljenost takvih poslovice u suvremenome javnom diskursu. Zaključno, pokušat će se ustvrditi u kojoj su mjeri muško-ženski odnosi iz poslovice uočljivi u današnjoj javnoj retorici ili su kao jezična forma izgubile sadržajnu aktualnost.

THE FEMALE AND MALE WORLD IN CROATIAN PROVERBS

Proverbs as concise textual structures are primarily defined as oral (folk) literary forms in which universal thoughts are expressed on the basis of individual experiences understandable to speakers of the language, i.e. of the social community in which they originated. In contrast to, for example, idioms, the use of proverbs in today's public discourse is much rarer, and proverbs in the Croatian language are most often recorded in printed form (Mikić and Škara, 1992, Kekez, 1996, Ujević 2011, etc.), while online sources of proverbs are rare. Folk customs, human character and physical features, social and religious values, the relation of humans and nature, are the most common motives in proverbs. Male-female relationships are also the subject of numerous proverbs. Given the past times when they were created, they can be considered as the source of a stereotypical image of the status of women and men in society that exists in human consciousness. Based on proverbs with the component woman, grandmother, mother, daughter, sister, girlfriend, widow, father, son, husband...), extracted from the Croatian Collocation Database of the Institute of Croatian Language and Linguistics (<http://ihjj.hr/kolokacije/>), this paper will analyze proverbs with the topic of male-female relations, e.g. *Ženi sina kad hoćeš, a kćer udaj kad možeš.* (Marry your son when you want, and marry your daughter when you can.), *Ljubav daj ženi, ali tajnu odaj samo majci i sestri.* (Give your love to your wife, but give the secret only to your mother and sister.), *Žena nosi muža na licu, a muž ženu na košulji* (Wife wears her husband on her face, and husband his woman on a shirt.), or proverbs referring to an individual feature attributed to a man or a woman, e.g. *Kakvo drvo, takav klin, kakav otac takav sin.* (Like tree, like wedge; like father, like son.), *Žene, vlasi i orasi ne muče neg buče.* (Women, Vlahs, and walnuts do not keep silent but roar.), *Lice curu udaje, a srce odaje.* (The face of a girl marries her, and the heart betrays her.), *Ni u moru mjere, ni u ženi vjere.* (Neither the sea has the measure/size, nor the woman has the faith.). The analysis includes the following: 1. expressive (structural) and content characteristics of proverbs motivated by male-female relationships, 2. representation of such proverbs in other lexicographic online sources, 3. representation of such proverbs in contemporary public discourse. In conclusion, an attempt will be made to establish if and to what extent today's public rhetoric is based on male-female relations from proverbs or have the proverbs as a linguistic form lost their relevance.

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DO YOU SPEAK EMOJI? AGE SPECIFIC DIFFERENCES IN ON-LINE COMMUNICATION

Emojis – small digital images or icons used to express an idea or emotion in electronic communication – have considerably changed the way we communicate (Crombie 2020). We are talking about an extremely widespread phenomenon, with more than 90% of online users incorporating emojis in SMS texts and emails (Kaye, Malone, & Wall 2017). It is generally accepted that emojis are “intended to illustrate, or in some cases replace altogether, the words we send each other digitally” (Sternbergh 2014: 3). More generally, the role of emojis in digital communication is taken to add emotive value to the written message. In this paper we argue that emojis are (also) intended to build a common ground. However, given that the digital communicative situation is quite different from face to face communication – most notably in terms of there being no vocal cues or body language – we argue that the use of emojis in online communication can be „a minefield of misunderstandings“ (Schwartz 2015). The claim is supported by the results of a study of age specific differences in the perception of brief text messages with and without emojis. In the study, four groups of Croatian native speakers of different ages (teenagers, university students, 50+ adults and 70+ adults) have been asked to ‘read’ brief text messages with emojis and ‘interpret’ them. The results suggest differences in ‘reading’ amongst all groups (but not within groups), and indicate that digital communication across age groups is a very complex phenomenon that should be further explored.

Dolores Butić

Sveučilište u Zadru

SREDNJOVJEKOVNO OVLADAVANJE VREMENOM U OPISU POVIJESNIH DOGAĐAJA

U radu se istražuje srednjovjekovno ovladavanje vremenom u opisu povijesnih događaja na primjeru djela *Obsidio Iadrensis* o mletačkoj opsadi Zadra 1345./46. godine, koje se smatra jednim od najvrjednijih pripovjednih izvora za poznavanje hrvatske povijesti XIV. stoljeća. Analizira se pripovjedni slijed događaja, zatim računanje vremena na nekoliko različitih načina te vremenska orijentacija navođenjem zore, sumraka ili položaja sunca, sata, noćne straže. Nadalje, komparativnom i kontrastivnom metodom uspoređuje se ovladavanje vremena u *Opsadi s vremenski, prostorno i/ili tematski bliskim djelima* (*Historia Salonitana* Tome Arhidakona, *Kronika o opsadi Zadra* 1202. godine Villehardouina, Roberta de Claria i Martina de Canala, *Memoriale* Pavla Pavlovića, *Cronica Iadratina*, *Žiça sv. Dujma i Staša*, *Život sv. Ivana Trogirskog*, *Život sv. Arnira*, *Historija Mihe Madijeva*, *A Cutheis tabula*, opis otoka Brača Dujma Hrankovića i *Kronika otoka Brača* Vicka Prodića). Rad je prilog proučavanju srednjovjekovnog ovladavanja vremena i njegova utjecaja na današnje ovladavanje vremenom u jeziku, a dobiveni se rezultati primjenjuju u rješavanju otvorenih pitanja o autorstvu, vremenu i načinu nastanka najstarije potvrde *Opsade Zadra* iz 1532. godine poznate kao zagrebački rukopis, koji se čuva u Arhivu HAZU.

TIME MANAGEMENT IN THE WORK OF OBSIDIO IADRENSIS

The paper explores how the anonymous author of the work *Obsidio Iadrensis* manages time in presenting and interpreting the events that led to the Venetian siege of Zadar in 1345/46 and the fall of the city into the hands of the enemy. This work is considered to be one of the most valuable narrative sources for the knowledge of the Croatian history of the 14th century. We do not have any data from the 20th century, and the previous research (Rački, Gortan, Klaić, Budak, Perić), whose focus was on authorship, has not yielded any concrete results, other than abandoning the formulated assumption of the author's identity (Perić). Continuing and expanding the work to date on the Siege of Zadar, the narrative

sequence of events is analyzed, then the computation of time in several different ways, and the time orientation by specifying the dawn, dusk, or position of the sun, hour, night watch. Special attention is paid to the observed linguistic and stylistic peculiarities of the confirmed timestamps and the omissions in their indication. Also, the treatment of time in the *Obsidio* is compared and contrasted with temporally, spatially and / or thematically close works.

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RAČUNALNI ALATI U ISTRAŽIVANJIMA DVOJEZIČNOSTI: PRIMJER KVALITATIVNE ANALIZE KORPUSA HRVATSKOGA I TALIJANSKOGA PRIPOVJEDNOGA DISKURSA

Suvremena lingvistika u mnogome se oslanja na uporabu informacijske tehnologije, npr. u istraživanjima korpusne lingvistike, uporabe tehnologije u prevoditeljske svrhe, e-leksikografiji, poučavanju (stranoga) jezika itd. Pri tome je važno uzeti u obzir da učinkovitost uporabe tehnologije ovisi o brojnim čimbenicima. Primjerice, pojedini su nalazi korpusnih analiza vjerodostojni isključivo ako je istraživani korpus dovoljno velik (opsežan), raznolik i ujednačen (v. Biber et al. 2004, Biber 2009, Chen i Baker 2010). Stoga se postavlja pitanje što učiniti u slučajevima u kojima je jedini dostupan i prikupljen korpus objektivno malen, a broj mogućih ispitanika ograničen, kao što je čest slučaj u istraživanjima hrvatskoga, posebice u suodnosu s drugim jezicima. U ovome se radu istražuje uporaba računalnih alata u analizi korpusa hrvatskoga i talijanskoga pripovjednoga diskursa prikupljenoga u okviru projekta MultiDis (UIP-2017-05-6603). S obzirom na varijable uzorka ispitanika (uravnoteženi dvojezični hrvatsko-talijanski govornici predškolske i rane školske dobi) njihov je broj ograničen (N=15), a s obzirom na istraživačku metodologiju – istraživanje pripovjednoga diskursa standardiziranim ispitnim materijalom MAIN (v. Gagarina et al. 2012, Hržica i Kuvač Kraljević 2012, Roch i Levorato 2012), opseg je korpusa malen (hrv. 910 pojava, tal. 931 pojava). U radu se prikazuje način na koji je moguće provesti kvalitativnu analizu navedenoga korpusa pomoću alata korpusne lingvistike SketchEngine te alata za kvalitativnu analizu podataka Nvivo 12. Uporaba alata SketchEngine omogućila je uvid u globalna obilježja prikupljenoga korpusa, poput ukupnoga broja pojava (hrv. 910, tal. 931) i natuknica (hrv. 203, tal. 223), broja glagola (hrv. 72, tal. 61) i njihove frekvencije (hrv. 316, tal. 231), najčešćih glagola (hrv. *biti, vidjeti, htjeti*; tal. *essere, mangiare, vedere*) te njihovih konkordancija, kolo-kacija i N-grama. S druge strane, uporaba alata Nvivo omogućila je usporedbu jezika ispitanika međusobno te načina na koji pojedini ispitanik rabi svaki od istraživanih jezika. Primjerice, analizom je uočeno da pojedini ispitanici u pripovijedanju na hrvatskome glagole rabe u perfektu, a u talijanskome u prezentu, kao i to da ispitanik u različitim jezicima izražava vremenski slijed različitim jezičnim sredstvima.

Provedeno istraživanje potvrđuje da uporaba više alata za analizu iste građe omogućuje dobivanje cjelovitijih i potpunijih podataka, što uvelike doprinosi boljem razumijevanju složenoga fenomena dvojezičnosti.

INFORMATION TECHNOLOGY TOOLS IN RESEARCHING BILINGUALISM: QUALITATIVE ANALYSIS OF CROATIAN AND ITALIAN NARRATIVE DISCOURSE

Modern linguistics relies heavily on the use of information technology e.g., research in corpus linguistics, translation, e-lexicography, (foreign) language teaching, etc. Despite the accessibility of an ever-growing number of IT tools, the effectiveness of a specific tool depends on a number of factors. For example, some findings based on corpus analysis are only valid if the researched corpus is large, diverse and balanced (cf. Biber et al. 2004, Biber 2009, Chen & Baker 2010). Therefore, cases where the only available and collected corpus is objectively small and the number of possible participants is limited, as is often the case in research on Croatian, pose a challenging methodological question. This paper investigates the use of IT tools for analyzing a corpus of Croatian and Italian narrative discourse collected within the MultiDis project (UIP-2017-05-6603). Taking into consideration the variables of research participants (balanced bilingual Croatian-Italian speakers of preschool and early school age), and research methodology (oral language samples obtained using elicitation narrative material MAIN, cf. Gagarina et al. 2012, Hržica & Kuvač Kraljević 2012, Roch & Levorato 2012), the number of participants is limited (N = 15) and the corpus is of a small size (Cro. 910 tokens, It. 931 tokens). This paper shows possible ways of using two IT tools - SketchEngine (a corpus linguistics tool) and Nvivo 12 (a qualitative data analysis tool) for qualitative analysis of such a specific corpus. The use of SketchEngine provided insight into the global features of the investigated corpus, such as the total number of tokens (Croatian 910, Italian 931), lemmas (Croatian 203, Italian 223), verbs (Croatian 72, Italian 61) and their frequencies (Croatian 316, Italian 231), most common verbs (Croatian to be, to see, to want; Italian to be, to eat, to see) and their concordances, collocations and N-grams. On the other hand, the use of Nvivo enables more fine-grained comparison of the languages, the way in which each participant uses each of the investigated languages. For example, the analysis showed that some participants use verbs in the past tense in Croatian, but when narrating in Italian they use the present tense, or that a participant expresses the sequence of events in different languages by different linguistic means.

The conducted research confirms that the use of several tools for the analysis of the same data provides more detailed and complete results, which greatly contributes to a better understanding of the complex phenomenon of bilingualism.

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KOMUNIKACIJA VS. IZGOVOR U STRANOM JEZIKU

Odavno je poznato da u promišljanjima o ovladanosti prirodnim ljudskim jezikom valja razdvojiti jezično znanje od sposobnosti komuniciranja, odnosno od vještine za koju se u nas rabi više istoznačnica (komunikacijska sposobnost, komunikacijska osposobljenost, sposobnost sporazumijevanja, komunikacijska stručnost, komunikacijska kompetencija, Jelaska 2005). Pojam komunikacijske kompetencije (Hymes 1972), koji i mi rabimo zbog njegove vrlo široke prihvaćenosti, važan je zbog toga jer iskazuje da govornik vlada ne samo vokabularom, fonologijom i gramatikom jezičnoga sustava te sociolingvističkim pravilima te gramatike (Vrhovac 2001), nego da vodi računa i o pragmatičkim pravila uporabe jezika, kao i o svim ostalim kulturološkim znanjima koja su potrebna za ostvarenje uspješne komunikacije. Ukoliko sugovornici dolaze iz različitih kultura i pri tome govore različite jezike, govori se o interkulturalnoj komunikaciji. Ukoliko je riječ o verbalnoj komunikaciji, neovisno o tomu je li ona doista interkulturalna ili ne, segment o kojemu se katkada manje govori, premda ga prvoga zapažamo, svakako je izgovor. Stoga je i osposobljavanje studenata za govor na stranom jeziku jedan od ciljeva studija stranih filologija. Cilj je ovog rada dvojak: a) pokazati mišljenje ispitanika o tomu da izgovor stranoga jezika može utjecati na kvalitetu komunikacije (može biti uspješnija ili narušena) i b) uočiti jesu li ispitanici svjesni da komunikacija s govornicima drugoga jezika podrazumijeva posjedovanje interkulturalne kompetencije (Fantini 1995). Sukladno tomu, dvije su polazne hipoteze: a) svijest o govoru i izgovoru bit će veća kod studenata filologije i b) mišljenje o važnosti govora i izgovora ovisi o osobnom iskustvu.

U istraživanju su sudjelovali kroatofoni studenti filoloških i nefiloloških studija Sveučilišta u Zagrebu. Ispitanici su popunili upitnik otvorenoga tipa s 15 pitanja, koji je strukturom odgovarao vođenom intervjuu. Dobiveni odgovori analizirani su deskriptivnom statistikom.

Mali broj dosada obrađenih rezultata pokazuje da postoji svijest o važnosti dobrog izgovora za uspješnost komunikacije i uopće za osobno samopoštovanje. Dio rezultata pokazuje da neki ispitanici nisu uvijek tolerantni ukoliko je govornikov izgovor loš, kao i činjenicu da ne uočavaju mnogobrojnost čimbenika koji pridonose uspješnoj komunikaciji među govornicima različitih jezika.

COMMUNICATION VS. PRONUNCIATION IN FOREIGN LANGUAGE

When discussing the competence in the human language, it is well known that the knowledge of the language (language competence) should be observed separately from the capacity to communicate, i.e. from a skill which is described with a number of synonymous terms in Croatian (Jelaska 2005), although one of the most commonly used ones is communicative competence (Dell Hymes 1972). Therefore, this term will be used in this paper as well. The notion of communicative competence is crucial in our discussion because it explicates that a language user (locutor) possesses not only the knowledge of vocabulary, phonology and grammar rules of a certain language, but also sociolinguistic rules of that language grammar (Vrhovec 2001), strategic and actional competence, as well as cultural knowledge in order to achieve effective communication. When interlocutors come from different cultures and speak different languages, they participate in the intercultural communication. One of the components of verbal communication, be it intercultural or not, which is often neglected, though perceived by all participant to communication, is pronunciation. Therefore, one of the targets of foreign language teaching is the acquisition of second-language pronunciation. The paper discusses a) subjects' opinion toward a possibility that a second-language pronunciation affects the effectiveness of communication (it can be more or less effective) and b) subjects' awareness that communication with speakers of a different language implies intercultural competence (Fantini 1995). Consequently, there are two research hypotheses. The first one is that foreign language students are highly aware of the importance of speech and pronunciation. The second hypothesis is that this kind of opinion depends on personal experience.

Our subjects in this research were Croatian speaking students of the University of Zagreb, divided into those studying foreign languages and those studying other disciplines. The examinees filled in an open-ended 15-question questionnaire, which corresponds to a guided interview. We use descriptive statistics to analyse the results.

A small portion of the so far analysed results shows that examinees are aware of the importance of good pronunciation for the success of the communication and, after all, for their self-respect. Besides, results also show that a number of examinees lack tolerance if the interlocutor's pronunciation is bad and are not fully aware of numerous factors that contribute to effective communication between speakers of different languages.

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ŽIVOT I/ILI ŠKOLA: KAKO SMO NAUČILI ENGLISKI JEZIK? ISTRAŽIVANJE O VRSTAMA KONTAKTA S ENGLISKIM JEZIKOM I NJHOVOJ ULOZI U PROCESU OVIJ-A

Sociokognitivni pristup procesu OVIJ-a naglašava važnost prilika za učenje u okruženju u kojem se ovladava novim jezikom (Atkinson i sur. 2018). Kako su suvremeno digitalno okruženje i globalizacija značajno povećali prilike za kontakt s engleskim jezikom (izlaganje i uporabu), omogućeno je funkcionalno ovladavanje tim jezikom kao sekundarni učinak informalnih aktivnosti (Benson 2017). Povećani kontakt s engleskim jezikom utječe na ishode formalnog učenja od najranije dobi (Lopriore i Mihaljević Djigunović 2010). Međutim, još uvijek ne znamo dovoljno o važnosti različitih vrsta kontakata za tijek procesa ovladavanja. Štoviše, način na koji se raznovrsne informalne prilike u okruženju odražavaju na inojezični razvoj i njihovo značenje za formalnu obrazovnu jezičnu politiku nedovoljno su rasvijetljena pitanja u istraživanjima procesa OVIJ-a (Choi i Nunan 2018).

U istraživanju koje predstavljamo željeli smo ispitati važnost različitih vrsta kontakata s engleskim jezikom za stranojezični napredak i razvoj. U istraživanju su dobrovoljno sudjelovala 322 ispitanika koja su ispunila *online* upitnik. Primijenili smo parametrijske statističke postupke korelacije i usporedbe s pomoću kojih smo doznali o vrstama kontakata s engleskim jezikom kojima ispitanici pripisuju najveću važnost za uspješno ovladavanje. Rezultate smo analizirali i s obzirom na percepciju ispitanika o vlastitoj ovladanosti engleskim jezikom (izgovorom, razumijevanjem, rječnikom, gramatikom, točnim i tečnim izražavanjem). Doznali smo i o značajnim razlikama između ženskih i muških ispitanika. Informalni kontakti s engleskim jezikom koje ispitanici ostvaruju preko različitih digitalnih izvora percipiraju se važnijima od formalnih i neformalnih kontakata. Nalazi provedenog istraživanja upućuju na potrebu uvođenja sveobuhvatne obrazovne jezične politike i na važnost informalnih iskustava s jezičnim unosom i interakcijom u razumijevanju čimbenika koji sudjeluju u dinamičnom oblikovanju razvojnog putanje ovladavanja engleskim jezikom u našoj sredini.

REAL-WORLD AND/OR SCHOOL: HOW DID WE MANAGE TO LEARN ENGLISH? A STUDY ON TYPES OF CONTACT WITH ENGLISH AND THEIR ROLE IN SLA

The sociocognitive approach to SLA emphasises the importance of learning opportunities in the environment in which a new language is acquired (Atkinson et al., 2018). Modern digital environment and globalisation have generated an important increase in opportunities for contact with the English language (exposure and use), which facilitates functional acquisition of English as a secondary effect of informal activities (Benson, 2017). More frequent contact with English has an impact on the outcomes of formal study from an early age (Lopriore & Mihaljević Djigunović, 2010). However, the significance of various types of contact in the process of L2 acquisition is an underresearched area. Furthermore, the manner in which various informal opportunities in a learning environment reflect on the processes of acquisition and their significance for the formal language education policy are issues that require more research attention in the study of SLA (Choi & Nunan, 2018).

The current study aimed to explore the significance of different types of contact with English for foreign language progress and development. It included 322 participants who completed an online survey on a voluntary basis. Parametric statistical procedures (correlations and comparisons) were applied in order to reveal types of contact with English the participants found most important for their successful language development. In addition, results were examined with reference to the participants' perception of their own language proficiency (pronunciation, comprehension, vocabulary, grammar, accuracy and fluency). Significant gender-related differences were also revealed. Different digital sources of informal contact with English were perceived as significantly more important than formal and non-formal types of contact. Findings of the study point to the need for a more comprehensive language education policy and the importance of experiences with language input and interaction for a better understanding of factors involved in the dynamic shaping of English language learning trajectory in the Croatian setting.

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ŠTO JE ZAJEDNIČKO PUTINU I NORRISU? – PANDEMIJSKI HUMOR NA INTERNETSKIM STRANICAMA

Godine 2020. i 2021. na globalnoj će razini ostati zapamćene po pandemiji virusa Covid 19. Kao posljedica karantena, izolacija i samoizolacija internet i društvene mreže postale su svojevrstne virtualne agore na kojima je svatko mogao iznijeti svoja mišljenja, stavove i reakcije na svakodnevna zbivanja. Ozbilnost vremena pandemije iznjedrilo je brojne humoristične tekstove kojima se reagiralo na svakodnevnicu – novo normalno. Terapeutski učinak humora osobito je do izražaja došao u brojnim internetskim memovima kojima se tematizirala pandemija i promjene u svakodnevnom životu ljudi diljem svijeta. U teorijskom dijelu rada najprije će se objasniti pojam *mem*, a onda i obilježja internetskih memova na temelju dosadašnjih istraživanja (Buchel 2012; Dynel 2020; Chlopicki and Brzozowska 2021; Sebba-Elran 2021). U istraživačkom dijelu rada analizira se korpus od 500 internetskih memova koji tematiziraju Covid 19, a koji su oblikom slika bez teksta ili slika popraćena tekstom. Memovima se u radu pristupa s pragmatičkoga stajališta te se odgovara na ključno pitanje je li svaki mem performativ – jer osim humorističnog prizvuka internetski su memovi vrlo često izraz parodije, ironije i kritike novonastalih zbivanja i okolnosti. Analizom konteksta, odnosno znanja i iskustva koje primatelji imaju i dijele s pošiljateljem poruke, zaključuje se da zajedničko, globalno iskustvo s Covidom 19 osigurava razumijevanje memova i shvaćanje poruke, i to na nadnacionalnoj razini. Jedan je od ciljeva rada stoga analizirati kontekst kao podlogu za nastanak (pandemijskih) memova. Pri tome se izdvajaju dvije osnovne podloge: prvo, svakodnevica, tj. pandemija kao polazišni okvir u koji se uklapaju ostale svakodnevne situacije – posao, školovanje, kupovina, odijevanje, politika (npr. mem s ruskim predsjednikom Putinom); drugo, intertekstualna i intermedijalna podloga na kojoj se razlikuju dvije pozadine: a) utjecaj popularne kulture (filmovi, računalne igrice, poznate ličnosti iz zabavne industrije i dr. – npr. mem s američkim glumcem Chuckom Norrisom) i b) utjecaj tradicije (književnosti, povijesti, umjetnosti...). Analiza će obuhvatiti i različite forme memova te (ne)ovisnost slike i teksta, kao i analizu govornoga lica kojim se progovara u internetskim memovima.

WHAT DO PUTIN AND NORRIS HAVE IN COMMON? – THE PANDEMIC HUMOUR ON THE WEB

The years 2020 and 2021 will be remembered globally for the COVID-19 pandemic. As a result of quarantine, isolation and self-isolation, the Internet and social networks have become a kind of virtual agora, where everyone can express their opinions, views and reactions to everyday events. The seriousness of the time of the pandemic has given rise to a great number of humorous texts that respond to the everyday life – the new normal. The therapeutic effect of humour has been especially prominent in numerous online memes that thematise the pandemics and the changes in the everyday lives of people around the world. The theoretical part of the paper first explains the term meme, and then the features of internet memes based on previous research (Buchel 2012; Dynel 2020; Chlopicki and Brzozowska 2021; Sebba-Elran 2021). The research part of the paper analyses a corpus of 300 internet memes thematising COVID-19, which appear in the form of images without text or images accompanied by text. The memes are approached from a pragmatic point of view and the key question is answered of whether every meme is a performative – because in addition to a humorous

overtone, internet memes are often an expression of parody, irony and critique of the new events and circumstances. The analysis of the context, i.e. the knowledge and experience that the recipients have and share with the sender of the message, leads to the conclusion that the common, global experience with COVID-19 ensures that memes and their message are understood on a supranational level. One of the aims of the paper is therefore to analyse the context as a basis for the emergence of (pandemic) memes. There are two key bases: first, everyday life, i.e. the pandemic as a starting point, in which other everyday situations are embedded – work, schooling, shopping, dressing, politics (e.g. the meme with the Russian President Putin); second, the intertextual and intermedial basis, on which two backgrounds are distinguished: a) the influence of popular culture (films, computer games, celebrities from the entertainment industry, etc. – e.g. the meme with the American actor Chuck Norris) and b) the influence of tradition (literature, history, art...). The analysis will also include various forms of memes and (in)dependence of image and text, as well as the analysis of the speaking subject in internet memes.

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ANALIZA POŠTAPALICA U EMISIJAMA HRVATSKE JAVNE TELEVIZIJE

Spontani govor višestruko je složen proces koji se odvija na više razina govornog planiranja, zbog čega je disfluentnosti u njegovoj proizvodnji teško u potpunosti izbjeći. Jedan od najčešćih oblika disfluentnosti su i poštapalice – izrazi koji značenjski nisu povezani s ostatkom izričaja, ali pružaju dodatno vrijeme govorniku za daljnje planiranje izričaja ili provjeru dotad izrečenog. Dosadašnja istraživanja pokazala su da je učestalost disfluentnosti u spontanom govoru na engleskom između dvije i dvadeset i šest riječi na sto govornika (Fox Tree 1995). Istraživanja pokazuju i raznovrsnost poštapalica prema vrsti riječi, pa tako poštapalice mogu biti čestice (npr. *evo, ono*), glagoli (npr. *znači*), ali i višočlani izrazi (npr. *šta ja znam*) i nefonemski odsječci, npr. neutralni vokal [ə]. Istraživanje Clarka i Wassowa (1998) pokazalo je da se poštapalice najčešće nalaze na početku izričaja. Također, istraživanje Kovač i Horge (2010) pokazalo je da su poštapalice znatno češće u govoru formalnog nego neformalnog karaktera. Cilj je ovoga rada ustvrditi učestalost poštapalica u emisijama „uživo“ hrvatske javne televizije formalnog i neformalnog karaktera te ih analizirati prema vrsti riječi i položaju unutar izričaja. Analiza se temeljila na korpusu spontanog govora 40 javnih govornika u emisijama uživo Hrvatske radiotelevizije, odnosno od oko 1 minute po govorniku. Govornici su podijeljeni na 10 muškaraca i 10 žena u ozbiljnim te 10 muškaraca i 10 žena u zabavnim emisijama. Govornici su različitih zanimanja kao i različite dobi (22–72 godine). Rezultati pokazuju da učestalost poštapalica odgovara dosadašnjim istraživanjima (5,3 %), ali i da postoje velike individualne razlike među govornicima. Također, njihova učestalost veća je u neformalnim emisijama te u sredini izričaja. Od vrsta riječi u funkciji poštapalica najčešće se upotrebljavaju glagoli. Dobiveni rezultati promatraju se u kontekstu psiholingvističkih teorija planiranja govornog izričaja.

THE ANALYSIS OF FILLER WORDS IN THE SHOWS ON CROATIAN PUBLIC TELEVISION

Spontaneous speech is a complex process taking place at multiple levels of speech planning. For that reason, disfluencies in speech are difficult to avoid. Filler words are expressions semantically unrelated to the rest of the sentence, but which provide additional time for further planning of the utterance and monitoring. They are one of the most common type of speech disfluencies. Previous research has shown that the frequency of disfluencies in spontaneous speech ranges from 6 to 26 per 100 words (Fox Tree 1995). Research has also shown that filler words could be different parts of speech, for example particles, verbs, as well as whole phrases and non-phonemic sounds. Clark and Wassow (1998) have shown that filler words occur with the greatest frequency at the beginning of the utterance as compared to other positions within the utterance. Furthermore, Kovač and Horga (2010) have displayed that the occurrence of filler words is greater in formal than in informal speech. The aim of this study is to examine the frequency of filler words in formal and informal TV shows broadcasted in real-time on Croatian public television and to analyze them taking into account parts of speech and their position within the utterance. The analysis is based on the corpus of spontaneous speech of 40 public speakers in the TV shows broadcasted in real-time on Croatian Radiotelevision, that is, about 1 min per speaker. Speakers are divided as follows: 10 male and 10 female speakers in formal, and 10 male and 10 female speakers in informal shows. Speakers differ in occupations and age (22 – 72 years). The obtained results display that the frequency of filler words is in accordance with the previous results (5,3%), although great individual differences between speakers' frequency of filler words were observed. Furthermore, their frequency is greater in informal than in formal shows as well as within the utterance. With regard to the parts of speech, verbs are most often used as filler words. The results are discussed in terms of psycholinguistic theories of speech planning.

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GOVOR POD MASKOM

Govorni se signal oblikuje pod utjecajem dvaju kontekstualnih uvjeta. Pod utjecajem jezičnog konteksta, tj. jezično-govornih elemenata u čijem se okruženju pojedina jedinica nalazi i situacijskog konteksta koji uključuje sve nejezične komunikacijske uvjete u kojima se komunikacija ostvaruje. Ovisno o kontekstualnim uvjetima govornik organizira svoju artikulaciju na skali između hipo- i hipergovora. Jedan od čimbenika nejezičnog kontekstualnog utjecaja predstavljaju uvjeti u komunikacijskom kanalu. Oni mogu biti povoljni i ne predstavljati buku, ali i nepovoljni tako da narušavaju strukturu govornog signala. U COVID-19 uvjetima govorna se komunikacija često ostvaruje tako da se govori s maskom u javnoj, pa i elektroničkoj, komunikaciji. Maska mijenja uvjete u komunikacijskom kanalu djelujući na zvučne i vizualne parametre govornog signala. Može se pretpostaviti da maska predstavlja oblik akustičkog filtra koji mijenja neke frekvencijske i intenzitetske parametre govora. Budući da maska prekriva lice, slušatelj ne vidi artikulacijske pokrete površinskih govornih organa, a djelomično ni mimiku lica koja može prenijeti afektivne obavijesti. Govornik može anticipirati uvjete u komunikacijskom kanalu i artikulaciju prilagoditi pretpostavljenim uvjetima kako bi osigurao prijem obavijesti koju šalje. U ovom istraživanju sudjelovalo je 20 studentica Filozofskog fakulteta u Zagrebu koje su pročitale tekst u akustičkim studijskim uvjetima i ispred videokamere jedanput bez maske i drugi put s maskom te su dobivene akustičke i videosnimke njihova govora. Na temelju zvučnog zapisa izmjeren je prosječan dugotrajni spektar, tempo govora, tempo izgovora i frekvencijski spektar vokala, frikativa i afrikata u govora s maskom i bez maske. Doprinos vizualnog kanala razumijevanju govora ispitan je usporedbom razumljivosti određenih suglasnika (labiodentala, labijala, dentala, palatala i velara) izdvojenih iz pročitano g teksta u kombinaciji s prethodnim i sljedećim vokalima u slogovima VCV u izgovoru snimljenom s maskom i bez maske što je slušalo 20 slušača bilježeci koji su suglasnik čuli. Na temelju dobivenih rezultata zaključuje se da maske djeluju na spektralne karakteristike govora te da ukidanje vizualnog kanala u prijenosu govora smanjuje njegovu razabirljivost.

SPEECH UNDER THE MASK

A speech signal is produced under the influence of two contextual conditions: the condition of the language context, i.e. the elements of the spoken language that surrounds a certain speech unit, and the situational context, i.e. all nonverbal communication factors in which the communication takes place. Depending on the given contextual condition the speaker chooses the level of their articulation accuracy on a scale ranging from hypo to hyper speech. The non-verbal context depends on the conditions in the communication channel. They can be favourable if there is no noise in the channel or unfavourable in which case the structure of the speech signal is degraded. Due to the COVID-19 pandemic people often speak (even in public electronic communication) while wearing a mask over their faces. The mask changes the conditions in the communication channel and influences the acoustic and visual parameters of the speech. The mask may change some frequency and intensity parameters of the speech signal. Since it covers the face the listener cannot see the movement of the speech organs and some facial expression features which can transmit affective information. The speaker can anticipate the conditions in the communication channel and adapt their articulation to ensure that the listener receives the message. In the present research 20 female students of the Faculty of Social Sciences and Humanities in Zagreb read a two-page long passage in the acoustic laboratory conditions and in front of a video camera with and without the mask. The audio and video recordings of their speech were analysed. The analysis of the audio recordings focused on the measures of the long-term average spectrum, the rate of speech, the rate of articulation, the spectrum of the vowels, fricatives, and affricates in speech with and without the mask. The contribution of the visual channel to the intelligibility of the speech was investigated by comparing the intelligibility of certain consonants (labiodental, bilabial, dental, palatal and velar) in speech with and without a mask. The consonants were extracted from the read text and were preceded and followed by vowels in the VCV syllables. Twenty listeners listened to the syllables and noted what they had heard. The results show that the mask changes the spectral characteristics of the speech signal and that the absence of the visual channel in the transmission of speech diminishes its intelligibility.

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ANALIZA SINTAKTIČKE SLOŽENOSTI DJEČJEG PRIPOVJEDNOG DISKURSA

Pripovijedanje je važan pokazatelj kognitivnog i jezičnog razvoja, stoga se pripovjedni diskurs često rabi za analizu dječjeg jezika. Pritom je moguće analizirati različite dimenzije, a jedna je od njih i sintaktička složenost. Mjere koje se najčešće rabe u procjeni sintaktičke složenosti jesu prosječna duljina iskaza / T-jedinice / C-jedinice, prosječna duljina klauze i gustoća klauza. Međutim, budući da rezultati dosadašnjih istraživanja nisu jednoznačni, nije jasno koliko su te mjere osjetljive za razlikovanje jezičnih sposobnosti djece različite dobi te jesu li prikladne za uporabu u različitim jezicima. Cilj ovog istraživanja bio je ispitati razlike između jednojezične djece predškolske dobi (šestogodišnjaka) i školske dobi (osmogodišnjaka) u sintaktičkoj složenosti pripovjednog diskursa. Očekivalo se da će pripovjedni diskurs osmogodišnjaka biti sintaktički složeniji od diskursa šestogodišnjaka, odnosno da će osmogodišnjaci proizvesti diskurs veće prosječne duljine C-jedinice, veće prosječne duljine klauze i veće gustoće klauza. Jezični uzorci, elicirani pomoću slikovnice *Frog, where are you?* (Mayer 1969), izdvojeni su iz korpusa dječjeg jezika *Croatian Frog Story Corpus* (Trtanj i sur. 2017) koji je dio svjetske banke dječjeg jezika CHILDES (McWhinney 2000). Ukupno je izdvojeno 28 jezičnih uzoraka djece u dobi od šest godina i 30 uzoraka djece u dobi od osam godina. Mjere sintaktičke složenosti izračunate su u programu CLAN, a podaci su obrađeni Mann-Whitney U testom. Dobivene su statistički značajne razlike između dvije dobne skupine u sintaktičkoj složenosti pripovjednog diskursa mjerenoj pomoću prosječne duljine C-jedinice i prosječne duljine klauze, ali ne i u gustoći klauza. Očekivano, osmogodišnjaci proizvode pripovjedni diskurs s većim prosječnim duljinama C-jedinice i klauze u odnosu na šestogodišnjake. Sukladno nekim inozemnim istraživanjima naši rezultati ukazuju na postojanje dobnih razlika u sintaktičkoj složenosti na prijelazu iz predškolske u školsku dob. Pritom su se prosječna duljina C-jedinice i prosječna duljina klauze pokazale kao mjere koje mogu razlikovati jezične sposobnosti djece u ovoj dobi. Analiza sintaktičke složenosti dječjeg pripovjednog diskursa važna je za praćenje razvoja dječjeg jezika te nalazi ovog istraživanja mogu doprinijeti pravovremenom prepoznavanju i tretmanu odstupanja u jezičnim sposobnostima djece.

SYNTACTIC COMPLEXITY ANALYSIS OF CHILDREN'S NARRATIVE DISCOURSE

Since narration is an important indicator of cognitive and language development, narrative discourse is often used to analyze children's language. One dimension that can be analyzed is syntactic complexity, most commonly measured by the mean length of utterance / T-unit / C-unit, the mean length of clause, and clausal density. However, since the results of previous studies are inconclusive, it is not clear how sensitive these measures are for age differences in language abilities and whether they are appropriate for different languages. This study aimed to examine the differences between monolingual six-year-old and eight-year-old children in the syntactic complexity of narrative discourse. We hypothesized that the narratives of eight-year-olds would be syntactically more complex than those of six-year-olds, that is, eight-year-olds would produce a discourse of the greater mean length of C-unit, greater mean length of clause, and greater clausal density. The language samples, elicited by the picture book *Frog, where are you?* (Mayer 1969), were extracted from the Croatian Frog Story Corpus (Trtanj et al. 2017) available at CHILDES, a global bank of child language (McWhinney 2000). We analyzed 28 language samples of six-year-old children and 30 samples of eight-year-old children. Measures of syntactic complexity were calculated in the CLAN program, and the Mann-Whitney U test was performed to test the research hypothesis. The difference between the two age groups was significant for syntactic complexity measured by the mean length of C-unit and the mean length of clause, but not for the clausal density. As expected, eight-year-olds produce narrative discourse with longer C-units and clauses compared to six-year-olds. In line with some research in different languages, our results point to age differences in syntactic complexity at the transition from preschool to school. According to our results, measures that can differentiate the language abilities of children at this age are the mean length of C-unit and mean length of clause. The syntactic complexity analysis of children's narrative discourse is important in evaluating children's language development; therefore, the findings of this research can contribute to the early recognition and treatment of language difficulties in children.

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AUTOMATSKOM ANALIZOM TEKSTA DO PROCJENE JEZIČNE SPOSOBNOSTI – APLIKACIJA MULTIDIS

Analiza jezičnih uzoraka (pisani ili govoreni tekst nekog govornika, obično potaknuti predloškom, primjerice usmeno pripovijedanje ili pisani esej) pruža podatke o usvajanju prvog i inog jezika te o jezičnim sposobnostima, što znači da se može upotrebljavati kao dio standardne jezične procjene. Mogu je rabiti nastavnici inog jezika, logopedi, nastavnici u razrednoj nastavi te profesori prvog jezika. No najviše se upotrebljava u usvajanju prvog i drugog jezika, što u stručnom što u znanstvenom radu. U oba se područja upotrebljavaju jednake ili slične mjere, pri čemu je u usvajanju prvog jezika naglasak na govornim uzorcima, a u usvajanju drugog jezika na pisanima. Analiza jezičnih uzoraka u nekim je zemljama dio standardne jezične procjene, no često nisu prepoznate sve prednosti takve procjene ili nisu dostupni alati za njezinu provedbu.

Tijekom posljednjih desetljeća prošlog stoljeća razvijeni su različiti programi za transkripciju i analizu jezičnih uzoraka (pregled: Pezold i sur. 2020). Uporaba takvih programa može biti složena te često ostaje ograničena na uporabu u znanstvenoj zajednici. Posljednjih se godina razvijaju mrežni resursi za automatsku analizu jezičnih uzoraka (primjerice, Coh-Metrix; Greasser i sur. 2004). Uz tradicionalne mjere (primjerice, prosječna duljina iskaza, omjer različenica i pojavnica) nude i naprednije mjere temeljene na jezičnim tehnologijama (morfološko označavanje, sintaktičko označavanje, semantičko označavanje...). Takve su aplikacije razvijene prvenstveno za engleski jezik ili druge veće svjetske jezike, ali često imaju tek djelomično otvoren pristup.

Aplikacija MultiDis ima otvoren pristup te je dostupna svim korisnicima, a uporabom dostupnih jezičnih tehnologija (Peng i sur. 2020) prilagođenih za hrvatski jezik omogućena je morfosintaktička osnova za računanje mjera u širokom rasponu. Aplikacija uključuje automatski izračun mjera rječničke raznolikosti (računate na temelju natuknica), sintaktičke složenosti te analizu konektora. Dodatna joj je prednost mogućnost analize uzoraka govorenog jezika, to jest pojednostavljen i olakšan način transkripcije uzoraka. U nastavku razvoja aplikacije planira se proširenje izračuna mjera te implementacija dodatnih jezičnih tehnologija kao što su automatsko prepoznavanje i transkripcija govora. Tijekom izlaganja

cilj nam je predstaviti izradu aplikacije, buduća proširenja te mogućnosti njezine uporabe u široj znanstvenoj i stručnoj zajednici.

USING AUTOMATED TEXT ANALYSIS IN LANGUAGE ASSESSMENT – APPLICATION MULTIDIS

Language sample (written or spoken text produced by the individual, usually as a result of some language task, like storytelling or written essay) provides information about first and second language acquisition or proficiency, i.e. can be used to assess the language of an individual speaker. Language sample analysis can be used by teachers of a second language, speech and language pathologists, elementary school teachers, but it has mostly been used within the fields of first and second language acquisition, that is, by speech and language pathologists and teachers of a second language. In both fields, similar measures have been used. This type of analysis is often used in some countries, but in many countries, scientists and professionals are unaware of its benefits. During the last decades of the 20th century, various computer programs were developed to assist language sample analysis (overview: Pezold et al. 2020), but they are often not user-friendly. Lately, web-based programs for different aspects of analysis have been introduced (e.g., Coh-Metrix; Greasser et al. 2004). Measures are based on basic calculations (e.g., type-token ratio, mean length of a sentence), but there are also advanced measures based on language technologies (e.g., annotation of morphological, syntactic and semantic features). Such applications are mainly developed for English or other broadly spoken languages, and they are often not fully available in the open access. Web-based application MultiDis has been developed for a range of users within the field, using available language technologies developed for Croatian (Peng et al. 2020). Such technologies provide a morphosyntactic basis for the calculation of a diverse set of measures, including measures of lexical diversity (based on the analysis of lemmas), measures of syntactic complexity and connectives. The additional feature is the possibility to analyse spoken language samples because it employs a simple and efficient system of transcription. Future developmental phases will include additional measures and implementation of language technologies such as speech-to-text. We wish to present to the scientific community the development of the application, plans for future improvements, and possible implementations in research and practice.

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KOMPARATIVNA ANALIZA TRIJU MODULA HRVATSKOGA MREŽNOG RJEČNIKA – MREŽNIKA: KORISNICI, STRUKTURA, METAJEZIK

Tri modula *Hrvatskoga mrežnog rječnika – Mrežnika* – modul za odrasle govornike hrvatskoga jezika, modul za učenike nižih razreda osnovne škole i modul za osobe koje uče hrvatski kao ini jezik – koja se mogu promatrati kao zasebni rječnici unutar rječnika – analiziraju se i uspoređuju kako bi se primjenom komparativno-deskriptivne metode ispitala valjanost hipoteze da ciljni korisnik utječe na mikrostrukturu rječničkoga članka te na metajezik pojedinoga modula.

Kako sva tri modula pripadaju istome rječniku i međusobno su povezana maksimalnom rječničkom strukturom, zanimljivo je istražiti i na konkretnim primjerima pokazati po kojim se kriterijima provodi redukcija maksimalne rječničke mikrostrukture kako bi odgovarala pojedinome modulu. Upravo zbog njihove strukturne povezanosti razlike u strukturi pojedinoga modula jasno se prepoznaju te su, kao i metajezik pojedinoga modula, uvjetovane željom da se što učinkovitije odgovori na potrebe korisnika pojedinoga modula.

A COMPARATIVE ANALYSIS OF THREE MODULES OF THE CROATIAN WEB DICTIONARY – MREŽNIK: USERS, STRUCTURE, METALANGUAGE

Three modules of the *Croatian Web Dictionary - Mrežnik* – a module for adult native speakers, a module for primary school students, and a module for non-native speakers - which can be understood as separate dictionaries within the dictionary – are analyzed and compared by using the comparative-descriptive method. The aim is to examine the validity of the hypothesis that the target user is the main factor in making decisions related to microstructure and the metalanguage in each of Mrežnik's modules.

As all three modules belong to the same dictionary and are interconnected by the maximum dictionary microstructure, it is interesting to see by what criteria the reduction of the maximum structure is carried out in order to correspond to

each of the three modules. Because of their structural connection, differences in the structure of each module are clearly recognized and, like the metalanguage of each module, are conditioned by the desire to respond as efficiently as possible to the needs of users of each module.

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DO YOU FEEL LIKE TYPING ON YOUR MOBILE PHONE? USER-FRIENDLY APPLICATIONS FOR EFL STUDENTS

The Department of English Language and Literature and the Department of Information Sciences of the Faculty of Humanities and Social Sciences in Osijek, Croatia have developed an application FFOS Test Your Knowledge (FFOS TYK) available on mobile devices, tablets, laptops and personal computers. Advancements in technology and new e-learning tools have offered possibilities for developing language skills in less conventional ways.

Initially, the application was created exclusively for the EFL students but during the Covid pandemics has been given the open access. It consists of various forms of grammar and vocabulary tasks (cloze tests, matching tasks, multiple choice tasks, paraphrases, etc.) whose application was tested for practicality among the EFL students. The emphasis is put on the applicability of the previously mentioned tasks on the mobile phones and students' preferences in choosing the ones they find most relevant for improving their knowledge in English. The present study thus attempts to answer the following questions: a) Which types of language tasks are more "user-friendly"?; b) Do students' attempts to solve more complex tasks have a certain impact on their success in solving them? Six generations (2015–2021) of first-year EFL university students have participated in the study using the application as their only homework task in the semester. The work of each participant is statistically monitored and ranked. The students are given feedback on the submitted tasks, and their success in each task is ranked anonymously. The success of each student was monitored throughout the whole semester and evaluated according to the number of attempts, the time spent and the success for each separate task every student submitted.

The research data provide supportive evidence for the conclusion that regardless of the students' preference for tests dealing with problem areas, they tend to use shorter tasks to simplify the typing. In general, the overall success is rather well distributed with the majority of students scoring around 50% or above.

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SPANISH FOREIGN LANGUAGE TEACHERS' DIGITAL COMPETENCE

The constant development of information and communication technology (ICT) has a strong impact on everyday life of the society in general. In that sense, at the level of an individual there is a need for achieving a certain degree of digital competence which involves “the confident and critical use of Information Society Technology (IST) for work, leisure, learning and communication” (European Council, 2018). In the educational context, the teaching which includes a digital component cannot take place without competent teachers. The notion of teachers' digital competence is detailed in several reference documents aimed at educators in general (UNESCO 2011, 2018; European Commission 2017; INTEF 2017) and foreign language teachers specifically (Instituto Cervantes 2012; Eaquals 2013; UCLES 2018). Three dimensions of such a professional digital competence are underlined: the generically oriented, didactically oriented and professionally oriented one (Ottestad et al. 2014). In other words, in addition to their general ability to use ICT, digitally competent teachers are required to understand its pedagogic role which is closely related to a specific subject field in the sense of a strategic use of digital resources in the learning and teaching process as well as its role in the wider teaching profession. The research conducted so far reveals a relatively low level of acquired digital skills, dissatisfaction with the current situation and the need for lifelong learning in the field (Gudmundsdottir et al. 2014; Mikulan et al. 2018; Forminykh et al. 2019).

In order to shed additional light on the issue in the Croatian context, the aim of our research is to determine the attitudes of Spanish foreign language teachers towards the digital competence in the teaching and learning process, assess the level of digital competence acquisition and determine their needs as far as supplementary education is concerned. In addition, we would like to gain insight into the satisfaction of the teachers with the work in the digital environment. Quantitative and qualitative data were collected using convenience sampling and an online questionnaire designed for the present research. The results show that the teachers recognize an important role of the digital competence in various aspects of the Spanish language teaching process, they consider that the level of their digital competence acquisition should be further improved and they show

a limited satisfaction with the work in the digital environment in their everyday practice. In the end and based on the results, some guidelines for improvements related to both lifelong learning and initial education of Spanish teachers are proposed.

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UPORABA KOHEZIJE U PRIPOVJEDNOME DISKURSU OSOBA S AFAZIJOM

Afazija je stečeni jezični poremećaj nastao kao posljedica oštećenja jezičnih centara u mozgu (ASHA 2020). Osobe s afazijom (OSA) pokazuju teškoće u jezičnom razumijevanju i proizvodnji na svim razinama. U novije vrijeme sve je veći interes za analizu načina na koji OSA organiziraju više jezične razine kao što je diskurs. Proizvodnja diskursa podrazumijeva sposobnost uspostavljanja veza na nadrećeničnoj razini uporabom kohezivnih sredstava. Poznato je da OSA imaju teškoća u uspostavljanju kohezivnosti diskursa, no ta su istraživanja općenito malobrojna, osobito u hrvatskome. Uz to su dobiveni proturječni rezultati o udjelima vrsta kohezivnih sredstava koje OSA rabe u usporedbi s osobama urednoga jezičnog statusa (UJS). U dijelu istraživanja pronađeni su slični udjeli vrsta kohezivnih sredstava u diskursu OSA i UJS, dok druga istraživanja pokazuju kako između njih ipak postoje razlike (pregled: Zhang et al. 2021). Cilj je ovog istraživanja bio utvrditi postoje li razlike u broju i vrstama kohezivnih sredstava u diskursu OSA i UJS. Dodatno su ispitane vrste pogrešaka koje pri uporabi kohezivnih sredstava čine OSA i UJS. Za potrebe istraživanja iz Hrvatskoga diskursnog korpusa govornika s afazijom (Kuvač Kraljević, Hržica i Lice 2017) izdvojeni su pripovjedni uzorci OSA (N=17) izjednačenih prema dobi i spolu s UJS (N=17). Analizirane su leksička, referencijalna (isključivo lične zamjenice) i konjunktivna kohezija (Halliday i Hasan 1976). Rezultati ovog istraživanja pokazuju da OSA upotrebljavaju sve vrste analiziranih kohezivnih sredstava, ali u manjem omjeru u usporedbi s UJS. Uz to OSA ne samo da češće griješe pri uporabi kohezivnih sredstava već su obilježja tih pogrešaka drugačija. Pogreške se javljaju prije svega u uporabi referencijalne kohezije. Međutim, nisu pronađene razlike u udjelima vrsta kohezivnih sredstava u diskursu OSA i UJS. Dobiveni rezultati govore u prilog istraživanjima koja tvrde da jezične teškoće OSA mogu smanjiti kohezivnost diskursa, ali je ne narušavaju u potpunosti. Usredotočujući se na međunarodno relevantna pitanja istraživanjem hrvatskih govornika s afazijom, ovaj rad doprinosi boljem razumijevanju njihovih sposobnosti u uspostavljanju kohezije na višoj razini kao što je diskurs.

THE USE OF COHESION IN THE NARRATIVE DISCOURSE OF PERSONS WITH APHASIA

Aphasia is an acquired language disorder that results from damage to brain centres for language (ASHA 2020). Persons with aphasia (PwA) experience difficulties in language production and comprehension at all levels of language. There is increasing interest in the analysis of discourse production in PWAs. Discourse production is based on the ability to establish inter-sentential connections by using cohesive devices. It has been shown that PWAs have difficulties in producing discourse cohesion. However, research on this topic is sparse, especially in Croatian. The results regarding the ratio of certain types of cohesive devices in PWAs versus persons of typical language status (TLS) have not been conclusive. In some studies, no differences in the ratio of types of cohesive devices were detected, though other studies show that PWAs and TLSs differ in that respect (review: Zhang et al. 2021). This study aimed to observe differences in the number and types of cohesive devices in the narrative discourse of PwAs and TLSs, as well as errors that both groups make in producing cohesive devices. Narrative samples of PwAs (N=17) were selected from the Croatian discourse corpus of speakers with aphasia (Kuvač Kraljević, Hržica and Lice 2017). The PwAs were matched by age and gender with the TLSs (N=17). Lexical, referential (personal pronouns only) and conjunctive cohesion were observed (Halliday and Hasan 1976). The results show that PwAs use all three types of cohesive devices, but less frequently compared to TLSs. They also make more errors, and these errors differ from those found in the discourse of TLSs. Errors occur mainly in the use of referential cohesion. However, there were no differences in the ratio of the types of cohesive devices in the discourse of PwAs and TLSs. The obtained results are in line with studies according to which language difficulties of PwAs can reduce discourse cohesion, but do not completely disrupt it. By focusing on the internationally relevant questions in research on Croatian speakers with aphasia, this study contributes to a better understanding of how PwAs establish cohesion at a higher level such as discourse.

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IZVANNASTAVNA IZLOŽENOST NJEMAČKOM I ENGLISKOM JEZIKU I UPORABA KOHEZIVNIH SREDSTAVA U PISANOME TEKSTU

Komunikacijska se kompetencija u stranome jeziku ne razvija uvijek istom brzinom u svim jezičnim područjima. Pritom se pisanje nerijetko ističe kao najsloženija jezična djelatnost na čiju ovladanost utječu razni čimbenici poput dužine učenja jezika, poznavanja drugih stranih jezika te izloženosti jeziku u izvannastavnom kontekstu. Često se u literaturi u okviru ovladavanja inim jezikom upravo izloženost smatra jednim od ključnih čimbenika za uspješno ovladavanje stranim jezikom. Pritom se misli kako na izloženost govoru tako i pisanom tekstu. Istraživanja u hrvatskom obrazovnom kontekstu ukazuju na zanimljive razlike u ovladanosti vještinom pisanja ovisno o jeziku koji se uči. Primjerice, učenici njemačkoga jezika na B1 razini imaju slabije razvijenu komunikacijsku kompetenciju u jezičnim djelatnostima pisanja (i govorenja) od učenika engleskoga jezika nakon istog broja godina učenja tih jezika, ali čak i nakon većeg broja godina učenja tih jezika, što se dovodi u vezu i s različitim nastavnim i izvannastavnim kontekstom ovladavanja tim stranim jezicima (Bagarić 2007). Jednim od pokazatelja uspješne ovladanosti komunikacijskom kompetencijom, a ujedno i vještinom pisanja, smatra se kohezija odnosno primjerena uporaba, primjerice gramatičkih i leksičkih, sredstava kojima se među rečenicama stvaraju smislene veze i tako čine tekst. Hoće li određeni skup rečenica činiti ili neće činiti tekst ovisi ponajprije o kohezivnoj vezi koja stvara teksturu, kako unutar rečenica tako i među rečenicama (Halliday i Hasan 1976). Iako su istraživanja uporabe kohezivnih sredstava u jednom stranom jeziku, osobito engleskom, relativno česta, komparativna istraživanja znatno rjeđe se provode. Iz tog je razloga cilj ovog istraživanja usporediti odnos izloženosti stranom jeziku u izvannastavnom kontekstu i primjerene uporabe kohezivnih sredstava u pisanim tekstovima studenata na njemačkom i engleskom jeziku. Rezultati provedenog kvantitativnog i kvalitativnog istraživanja ukazuju na zanimljive razlike između dva uzorka učenika koje odražavaju složeno međudjelovanje nastavnog i izvannastavnog konteksta u ovladavanju stranim jezikom.

OUT-OF-SCHOOL EXPOSURE TO GERMAN AND ENGLISH AND THE USE OF COHESIVE DEVICES IN WRITTEN PRODUCTION

Communicative competence does not always develop equally fast in all areas. Moreover, writing is often regarded as the most complex skill to acquire and its mastery is affected by numerous factors, such as the length of language learning, knowledge of other languages and exposure to languages in the out-of-school context. Literature on second language acquisition views exposure as one of the key factors responsible for successful language acquisition. By exposure both exposure to spoken as well as written language is meant. Research in the Croatian education context points to interesting differences in the acquisition of writing skills depending on the target language that is learnt. For example, the communicative competence of learners of German at B1 level is less developed in writing (and speaking) than that of learners of English, even though both groups of learners have been learning these languages equally long, or even longer in the case of German (Bagarić, 2007). The results are therefore explained by different school and out-of-school contexts of acquiring English and German. One of the main indicators of a high communicative competence as well as writing skills is cohesion. Cohesion refers to the use of suitable grammatical and lexical devices in order to make meaningful connections between the sentences and form a text. Whether certain units of a text will or will not be referred to as a text depends on the cohesive relation that exists between the elements of a sentence and between sentences providing the text with texture (Halliday and Hasan, 1976). Even though there have been numerous studies on the use of cohesive devices in one foreign language, particularly English, comparative research is less frequently conducted. Therefore, the aim of this study is to compare the relationship of foreign language exposure in the out-of-school context with the suitable use of cohesive devices in the essays written by students in German and English. Quantitative and qualitative research results point at interesting differences between the two samples of students reflecting a complex interaction of the school and out-of-school context of learning a foreign language.

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A CONTRASTIVE VIEW OF GERMAN AND CROATIAN COLLOCATIONS: A CORPUS-DRIVEN RESEARCH

The term *collocation* was first introduced by Firth in the 1950s and since then collocations have been examined from different perspectives. Despite that, there has still not been an unanimously accepted definition of the term coined. Collocations are nowadays generally understood as lexical co-occurrences or typical combinations of words occurring in the written or spoken corpora. In the field of collocational research there are two main approaches that have emerged in the course of contemporary studies: the semantically-based approach and the frequency-oriented approach (Siepmann 2005: 410). The present study is based on the semantically-based approach which focuses on the structure and the meaning relationship between the constituents of the collocation, which has been widely used in the field of applied linguistics, more precisely in the lexicography and language acquisition. Following this approach, collocations are viewed as phraseological units consisting of a node (germ. Basis) and a collocate (germ. Kollokator) (see Hausmann 2007: 218), where the node is considered to be the autonomous constituent, and the collocate is described as semantically dependent. The aim of the present paper is to provide a contrastive view of German and Croatian collocations, since there have been only few studies on contrastive analysis of German and Croatian collocations conducted (see Stojić, Murica 2010; Stojić, Štiglić 2011; Stojić 2012). The goal of the contrastive analysis is to identify similarities and differences in collocations occurring in German texts and their Croatian equivalents thus providing material useful for language learning, translation and lexicography, and further diachronic and synchronic studies. The analysis is conducted in four steps. The first step involves the extraction of the most commonly used German nouns, since the noun according to Hausmann's typology (1990: vi-vii) takes on the function of the node in most of the collocation types. The next step involves the extraction of German collocations through corpus analysis with the tool Sketch Engine. In the third step, Croatian counterparts i.e. equivalents are assigned to German collocations. In the fourth and final step, the differences and similarities are analyzed from a syntactic and semantic point of view.

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KAKO POSLOVATI KAD SI U POLITICI: KONCEPTUALNA METAFORA *POLITIKA JE POSAO* U PREDIZBORNIM KAMPANJAMA ZA HRVATSKE PARLAMENTARNE IZBORE

U kognitivnoj lingvistici metafore se smatraju važnim dijelom mišljenja i našeg konceptualnog sustava (Lakoff, Johnson 1980). Sposobnost političara da rabe metafore koje pobuđuju skrivene tendencije kod velikog broja ljudi vrlo je važna u političkoj komunikaciji (Mio 1997: 113).

Cilj je ovog istraživanja pružiti kvalitativnu analizu konceptualne metafore *POLITIKA JE POSAO* u političkom diskursu. Leksemi iz domene *POSLA* kao što su *kapital*, *trgovina*, *tvrtka* poznati su većini ljudi. *POSAO* je vrlo prikladan za objašnjavanje apstraktnije domene *POLITIKE* – u politici se često nešto ili netko prodaje ili kupuje, uvijek postoji neka vrsta nadoknade političarima za njihovu pomoć. Kövecses (2010: 68) tvrdi da je politički diskurs uglavnom oblikovan pomoću nekoliko metafora, a jedna je od njih *POLITIKA JE POSAO*. Neagu (2013) proučavala je konceptualne metafore u tri predsjedničke debate između Obame i McCaina i zaključila da je metafora *POLITIKA JE POSAO* često uporabljena da uokviri njihova gledišta.

Ovo istraživanje proučava metaforu *POSLA* u predizbornim kampanjama za hrvatske parlamentarne izbore u 2016. i 2020. Prva je hipoteza ovog rada da se konceptualna metafora *POLITIKA JE POSAO* grana na niz podmetafora s općim učinkom stvaranja negativnog prikaza politike. Druga je hipoteza da se te dvije kampanje razlikuju po uporabi različitih podmetafora.

U istraživanju se primjenjuje teorija konceptualne metafore na ograničenom skupu podataka koji čine tematski koherentni članci vezani uz predizborne kampanje za hrvatske parlamentarne izbore u 2016. i 2020. objavljeni na internetским portalima i u internetskim izdanjima novina. Koraci su u analizi sljedeći: identifikacija metaforičkih izraza rabeći metodu MIP (Pragglejaz Group 2007) i grupiranje tih metaforičkih izraza unutar podmetafora metafore *POLITIKA JE POSAO*. Na kraju se raspravlja o učincima podmetafora.

Analiza podataka iz 2016. i 2020. upućuje na uobičajenu uporabu podmetafore *POLITIKA JE TRGOVINA*. Međutim u 2020. iskorišteni su različiti elementi izvora

i cilja (npr. sezona trgovine političkim mandatima) i pojavljuju se nove podmetafore konceptualne metafore POLITIKA JE POSAO (npr. POLITIKA JE MARKETING i POLITIKA JE STJECANJE KAPITALA). Analizirani podaci ukazuju da je opći učinak metafore POSLA negativan prikaz politike. Malo je istraživanja u hrvatskom jeziku o toj metafori (Babić (2018) samo ju spominje), stoga bi rezultati trebali dati više informacija o njoj.

HOW TO DO BUSINESS WHEN IN POLITICS: CONCEPTUAL METAPHOR *POLITICS IS BUSINESS* IN CROATIAN PARLIAMENTARY ELECTIONS CAMPAIGNS

In Cognitive Linguistics, metaphors are considered an important part of thought and our conceptual system (Lakoff & Johnson 1980). Politicians' ability to use metaphors that awaken latent tendencies in great number of people is very important in political communication (Mio 1997: 113).

The aim of this study is to provide a qualitative analysis of the conceptual metaphor *POLITICS IS BUSINESS* in political discourse. Lexemes from the *BUSINESS* domain such as capital, trade, company are familiar to most people. *BUSINESS* is very appropriate for explaining the more abstract domain of *POLITICS* – in politics something or someone is quite often being sold or bought, there is always some kind of compensation to politicians for their help. Kövecses (2010: 68) states that political discourse is largely structured in terms of several metaphors, one of them being *POLITICS IS BUSINESS*. Neagu (2013) studied conceptual metaphors in the three presidential debates between Obama and McCain and concluded that the *POLITICS IS BUSINESS* metaphor was frequently used to frame their viewpoints.

This study examines the *BUSINESS* metaphor in the Croatian parliamentary elections campaigns in 2016 and 2020. The first hypothesis of this paper is that *POLITICS IS BUSINESS* conceptual metaphor branches out into a range of submetaphors with the overall effect of the negative representation of politics. The second hypothesis is that those two campaigns differ in using different submetaphors. The study applies Conceptual Metaphor Theory to the restricted data set comprised of thematically coherent articles related to 2016 and 2020, Croatian parliamentary elections campaigns published on online news portals and in online newspapers. The stages of the analysis are: identification of metaphorical expressions using the MIP method (Pragglejaz Group 2007) and grouping of these

metaphorical expressions across their submetaphors of the POLITICS IS BUSINESS metaphor. Finally, the effects of submetaphors are discussed.

The analysis of the data from 2016 and 2020 indicates a common use of the submetaphor POLITICS IS TRADE. However, in 2020, different elements of source and target (e.g., season of trading with mandates) were exploited and new submetaphors of the POLITICS IS BUSINESS conceptual metaphor (e.g., POLITICS IS MARKETING and POLITICS IS ACQUIRING CAPITAL) occurred. The analyzed data indicate that the overall effect of the BUSINESS metaphor is the negative representation of politics. In Croatian, there has been little research on this metaphor (Babić (2018) only mentions it), so the results should provide more information on it.

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NETEČNOSTI U PRIPOVIJEDANJU ODRASLIH GOVORNIKA HRVATSKOG JEZIKA

Već dugi niz godina brojni istraživači ispituju netečnosti kod osoba čiji je govor tečan. Ova istraživanja uglavnom se provode na engleskom govornom području te do sada u Hrvatskoj nije bilo takvih istraživanja. Netečnosti se u govoru primarno dovode u vezu s mucanjem, no one mogu biti prisutne u govoru svakog pojedinca. Netečnosti su sastavni dio i svakog tečnog govora. I osobe koje tečno govore mogu u svom govoru imati pauze, revizije te mogu tijekom govora preispitivati svoje misli i griješiti u izgovoru. Važno je opisati netečnosti urednih govornika kako bi se te spoznaje mogle primijeniti u procjeni poremećaja tečnosti. Cilj je ovog rada opisati netečnosti koje proizvode odrasli govornici hrvatskog jezika pri samostalnom pripovijedanju, što je složen jezični zadatak. Sudionici ovog istraživanja odrasli su govornici hrvatskog jezika bez ikakvih zabilježenih teškoća u razvoju i uporabi govora i jezika. Uzorak čine ukupno trideset dva sudionika, od toga dvadeset žena i dvanaest muškaraca, u rasponu godina od osamnaest do dvadeset devet. U ovom radu analizirani su pripovjedni uzroci, dobiveni uporabom materijala *The Multilingual Assessment Instrument for Narratives* (MAIN; Gagarina et al. 2012; Gagarina et al. 2019), prilagođenom hrvatskom jeziku (Hržica & Kuvač Kraljević 2020). Za potrebe ovog rada ispitana je samo proizvodnja priče (može se ispitivati i razumijevanje), i to rabeći jedan od četiriju slikovnih predložaka. Sudionici su ispričali priče različitih duljina te su redovito proizvodili netečnosti tijekom pripovijedanja. U prosjeku su proizvodili oko 185 riječi (pojavnica), odnosno 19 komunikacijskih jedinica. Gledajući postotak u ukupnom broju riječi (pojavnica), sudionici su najviše produžavali riječi, revidirali započeti iskaz te ponavljali različite elemente riječi ili rečenice. Najrjeđe su revidirali određenu riječ te upotrebljavali popunjivače. S obzirom na individualne razlike u jezičnim sposobnostima odraslih govornika te na prirodu zadatka, ovakvi su rezultati očekivani.

DISFLUENCIES IN NARRATIVES OF CROATIAN ADULT SPEAKERS

For many years researchers have been examining speech disfluencies in people whose speech is fluent. These studies were mainly conducted in English-speaking areas and so far they have been none conducted for Croatian. Speech disorders are primarily associated with stuttering, but can be present in speech of any speaker. People who are fluent in speech can also have pauses, revisions, they can reconsider their thoughts and make mistakes in pronunciation during speech. It is important to describe the disfluencies of typical speakers so that these insights can be applied in fluency assessment. The aim of this paper is to describe the disfluencies produced by adult Croatian speakers when narrating a story, which is a complex language task. The participants in this research are speakers of Croatian without any recorded difficulties in the development and use of speech and language. The sample consists of thirty-two participants, twenty of which are female and twelve male, ranging in age from eighteen to twenty-nine. The narrative samples were obtained using the material The Multilingual Assessment Instrument for Narratives (MAIN; Gagarina et al. 2012; Gagarina et al. 2019), adapted to Croatian (Hržica & Kuvač Kraljević 2020) are analysed. Only the production of the story was examined (comprehension can also be tested), using one of the four pictorial templates. The participants told stories of varying lengths, and regularly produced disfluencies during narration. On average, they produced about 185 words (tokens), or 19 communication units. Looking at the percentage in the total number of words (tokens), the participants most often used prolongations, revised the beginning of the utterance and produced repetitions of the word or clause, with revisions and fillers used least frequently. Given the individual differences in the language abilities of adult speakers and the nature of the task, such results are expected.

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FRAZEMI S ETNONIMSKOM SASTAVNICOM U TALIJANSKOM I ŠPANJOLSKOM JEZIKU

Prema Ivanetić i Karlavaris-Bremer (1999: 131) susret s pripadnicima drugih kulturnih, društvenih i jezičnih zajednica dovodi do stanovitog konfrontiranja s vlastitom zajednicom, a usporedba sa stranim ili drugačijim jedan je od univerzalnih načina spoznaje svijeta, ali i spoznaje o sebi. Povijest nekog naroda i njegova autodefinicija obilježena je, između ostalog, i terminima kojima se u jeziku tog naroda nazivaju pripadnici drugih zajednica (Beccaria 2007: 127). U frazeologiji, percepcija drugih zajednica i naroda prisutna je u frazemima s etnonimskom sastavnicom. Pozadinska slika ovih frazema najčešće je stereotip koji je utjecao na formiranje njihova frazeološkoga značenja kao odraz povijesnih, društvenih, jezičnih i kulturnih osobitosti određene zajednice. Drugim riječima, etnonimi postaju dijelom frazema jer se uz njih povezuje stereotipna predodžba o nekom narodu ili zajednici kojoj se pripisuju tipične osobine na temelju neposrednog ili posrednog iskustva. Ta se stereotipna percepcija drugih naroda u frazeološkom fondu izražava kao pozitivna ili negativna.

U ovom se radu opisuju i uspoređuju frazemi s etnonimskom sastavnicom u frazeološkom fondu talijanskog i španjolskog jezika, a pojam frazem koristimo kao hiperonim za frazeme u užem i širem smislu. Polazeći od pretpostavke da frazemi s etnonimskom sastavnicom omogućuju uvid u strano i vlastito, na primjerima prikupljenim iz općih i frazeoloških rječnika talijanskog i španjolskog jezika razmatraju se načini na koji se stereotipi, kao pojednostavljene i nerijetko iskrivljene slike o drugima, odražavaju u frazeološkome inventaru dvaju jezika. Odabrane primjerice moguće je grupirati po njihovoj strukturi, kao i na temelju motivacije frazema i njegove pozadinske slike. Među korpusima dvaju jezika uočavaju se sličnosti kako u strukturi frazema, tako i u motivaciji te u pripisivanju negativnih osobina drugima, odnosno u zastupljenosti uglavnom negativnih stereotipnih predodžbi. Razlike među frazemima talijanskog i španjolskog jezika uglavnom su vezane za etnonimsku komponentu što je odraz različitih geografskih, povijesnih i društvenih okolnosti dvaju naroda.

IDIOMATIC EXPRESSIONS WITH AN ONIMIC COMPONENT IN ITALIAN AND SPANISH

According to Ivanetić and Karlavaris-Bremer (1999:131), encounter with the members of other cultural, social and linguistic units leads to the certain confrontations with one's own community, and the comparison with something foreign or different is one of the universal ways of understanding the world, but also understanding one's self. The history of a particular nation and its self-definition is characterized by, *inter alia*, the terms by which, in the language of that nation, the members of other communities are being called. (Beccaria 2007: 127). In phraseology, perception of other communities and nations is present in the idiomatic expressions with an onimic component. The background image of these idiomatic expressions is usually the stereotype which affected the formation of their phraseological meaning as the reflection of historical, social, linguistic and cultural particularities of a certain community. In other words, onimic components become part of the idiomatic expressions because a stereotyped image about a certain nation or community to which are being attributed typical characteristics on the basis of first hand or indirect experience, is connected with them. In the phraseological fund, that stereotypical image of other nations is expressed as positive or negative.

In this paper idiomatic expressions with onimic component in the phraseological fund of Italian and Spanish, are described and compared, and the term idiomatic expression is used as the hypernym for the idiomatic expressions in a narrow and a broader sense. Assuming that idiomatic expressions with an onimic component enable access to the foreign and one's own ways in which stereotypes, as simplified and rarely distorted images of others, are reflected in the phraseological inventory, two languages, Italian and Spanish, are examined by looking at the examples collected from the general and phraseological dictionaries. The chosen examples can be grouped on the basis of their structure, as well as on the basis of the motivation of the idiomatic expressions and their background image. Within the corpora of the two languages, similarities can be seen in the structure of the idiomatic expressions, as well as in the motivation and the attribution of the negative characteristics to others, i.e in the representation of mostly negative stereotypical images. Differences between the idiomatic expressions in Italian and Spanish are mostly connected to the onimic component that is the reflection of different geographical, historical and social circumstances of the two nations.

Anna Martinović i Dino Dumančić

Sveučilište u Zadru

CAM TEACH AND PROSPER? L2 TEACHERS' ATTITUDES, WELLBEING, AND COPING STRATEGIES IN AN ONLINE SETTING

The global Covid-19 pandemic has led to tremendous changes in people's lives, including in the field of education. The turn toward online learning has marked the need to adapt to new technologies and ways of teaching. Since communication plays a key role in second language (L2) learning, the pressure to achieve learning outcomes while teaching online can be significant. The manner in which L2 teachers have adjusted to these challenges can be investigated by focusing on cognitive, affective, and behavioral aspects of their professional identity. For instance, studies have shown that teacher attitudes can affect their readiness toward online teaching and learning. In addition, a shifting teaching environment, accompanied by a heightened need to fulfill professional obligations can cause stress which, in turn, can negatively impact teacher wellbeing. The aim of this mixed-methods research was to examine teacher attitudes, wellbeing, and coping strategies related to online L2 teaching. Teacher attitudes were investigated by means of the Attitude Scale towards Online Teaching and Learning (Sangwan et al. 2021). The instrument focuses on four domains of attitudes, such as 1) appreciation for online teaching, 2) responsiveness toward online education, 3) proficiency in online teaching, and 4) knowledge of technological reforms. To explore different aspects of L2 teachers' wellbeing, an adapted version of the Teacher Wellbeing Scale (Collie et al. 2015) was employed. This instrument targets three distinct factors related to teacher wellbeing, such as 1) workload, 2) organizational matters, and 3) rapport with students. In order to investigate L2 teachers' coping strategies when working online, a modified version of the Brief-COPE Scale (Carver 1997) was used, including a focus on active coping and planning strategies. The findings obtained through questionnaires and interviews indicate significant relationships between teacher attitudes, different aspects of teacher wellbeing, and coping strategies. This study can help to illuminate teachers' views of online L2 teaching, and possibly inform policy planners and education stakeholders to ensure adequate support systems.

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ISTRAŽIVANJE UČINKOVITOSTI POUČAVANJA GLAGOLSKE PREFIKSACIJE U NASTAVI HRVATSKOGA KAO DRUGOG I STRANOG JEZIKA KOGNITIVNOLINGVISTIČKOM METODOM NA PRIMJERU GLAGOLA TVORENIH PREFIKSOM ZA-

Kognitivnolingvistički pristup poučavanju prefiguriranih glagola u nastavi hrvatskoga kao drugog i stranog jezika (HJ2), za razliku od tradicionalnog prefiksocentričnog pristupa u kojem se značenja glagolskog prefiksa samo nabrajaju i međusobno ne dovode u vezu, temelji se na naglašavanju značenjskog doprinosa prefiksa značenju prefiguriranog glagola i na uočavanju poveznica među različitim značenjima istoga prefiksa, odnosno na svođenju naoko različitih značenja istoga prefiksa na jedno ili nekoliko temeljnih značenja iz kojih se izvode ostala značenja (Matovac i Udier 2016). Takvim pristupom glagolska prefiksacija prikazuje se kao sustavan i motiviran proces, a samim time i lakše naučiv.

Istraživanje na primjeru poučavanja glagola tvorenihih prefiksom *s-* (Matovac i Udier 2018) potvrđuje pretpostavku da je kognitivnolingvistički pristup učinkovitiji u poučavanju prefiguriranih glagola, no postoji potreba za dodatnom potvrdom tih rezultata jer se to istraživanje temeljilo na samo jednom prefiksu. Budući da je riječ o novom načinu poučavanja, da bi mu se dalo prednost u procesu poučavanja, nužno je imati jasnu i nedvosmisleni potporu u empirijskim istraživanjima. U ovome radu stoga će se metodologijom koja je upotrebljena u istraživanju učinkovitosti poučavanja glagola tvorenihih prefiksom *s-* provjeravati učinkovitost kognitivnolingvističkog pristupa u poučavanju glagola tvorenihih prefiksom *za-*. Istraživanje će obuhvatiti studente HJ2-a na razini B2 i C1 koji će biti podijeljeni u dvije skupine – prva skupina poučavat će prefiksocentričnim pristupom, a druga skupina kognitivnolingvističkim. Učinkovitost poučavanja provjerit će se dvodijelnim upitnikom – prvim dijelom upitnika provjerit će se poznavanje značenja glagolskoga prefiksa *za-* prije poučavanja, a drugim dijelom upitnika nakon poučavanja. Za potrebe istraživanja bit će osmišljeni i nastavni materijali za poučavanje kognitivnolingvističkim pristupom. Analiza podataka prikupljenih upitnikom potvrdit će ili opovrgnuti rezultate prethodnog istraživanja, tj. potvrdit će ili opovrgnuti tvrdnju da je poučavanje kognitivnolingvističkim pristupom učinkovitije od poučavanja prefiksocentričnim pristupom. Poučavanje kognitivnolingvističkim pristupom odvijat će se djelomično u nastavi uživo, a djelomično u nastavi na daljinu.

RESEARCH ON THE EFFICIENCY OF TEACHING VERBAL PREFIXATION IN CROATIAN AS L2 BY MEANS OF THE COGNITIVE LINGUISTIC APPROACH ON THE EXAMPLE OF ZA- PREFIXED VERBS

In the context of teaching Croatian as a second and foreign language (HJ2), the cognitive linguistic approach to teaching prefixed verbs, unlike the traditional prefix centric approach in which the meanings of the verbal prefixes are only listed and not described as related to each other, emphasizes the semantic contribution of a prefix in a prefixed verb and highlights the connections between different meanings of the same prefix, i.e. it boils down seemingly different meanings of the same prefix to one or several basic meanings from which other meanings are derived (Matovac and Udier 2016). By means of this approach, verbal prefixation appears as a systematic and motivated process, and thus easier to learn.

Research on teaching s- prefixed verbs (Matovac and Udier 2018) confirms the assumption that the cognitive linguistic approach is more effective in teaching prefixed verbs, but there is a need for additional confirmation of these results because the research was based on only one prefix. Since the cognitive linguistic approach is a new way of teaching, in order to give it an advantage in the teaching process, it is necessary to have a clear and unambiguous support in empirical research. In this paper, therefore, the methodology used in the research on teaching s- prefixed verbs will be used to validate the efficiency of the cognitive linguistic approach in teaching za- prefixed verbs. The research will include HJ2 students at the B2 and C1 level who will be divided into two groups - the first group will be taught using the traditional prefix centric approach, and the second group using the cognitive linguistic approach. The efficiency of teaching will be observed using a two-part questionnaire - the first part of the questionnaire will assess students' knowledge of the meanings of the verbal prefix za- before the teaching, and the second part of the questionnaire after the teaching. For the purposes of the research, teaching materials based on the cognitive linguistic approach will be designed. The analysis of the data collected by the questionnaire will confirm or refute the results of the previous research, i.e. it will confirm or refute the claim that the teaching based on the cognitive linguistic approach is more effective than the teaching based on the prefix centric approach. Teaching with a cognitive linguistic approach will take place partly in live teaching and partly in distance learning.

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OUR DAILY DISAPPROVAL: VERBS USED TO CRITICISE AND BADMOUTH

Verbs of speaking have a very special place in communication. These verbs contribute directly to the exchange of information between interlocutors and of what goes on in their minds: they enable us to talk about our thoughts, ideas, emotions, i.e., everything that belongs to our “inner world”. Due to their importance for describing the “mental space” they are very interesting for cognitive linguistic research.

This paper is a part of a wider project that encompasses all the categories and groups of verbs of speaking in Croatian (found in the dictionaries of the contemporary Croatian language and the HrWaC web corpus). Here we focus on the group of verbs that are used to criticise, to badmouth, and to refer to swearing (e.g., *kritizirati* ‘to criticise’, *koriti* ‘to chide’, *ogovarati* ‘to gossip’, *psovati* ‘to swear’, *vrijedati* ‘to insult’ etc.). Previous research has established that the great majority of Croatian verbs of speaking are negative in their meaning which makes this group particularly interesting, especially in view of the fact that it includes roughly fifty verbs. In our study we start from the dictionary meanings of the verbs under scrutiny and proceed to the analysis of their use as evidenced by the HrWaC web corpus. Our goal is to analyse both the semantics and the pragmatics of these verbs and our results indicate that in the case of this group of verbs of speaking we are dealing with predominantly highly stylistically marked verbs.

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ROD I SPOL U HRVATSKOME JEZIKU I GENDER I SEX U ENGLESKOME JEZIKU

Uporaba riječi *rod* i *spol* u hrvatskome jeziku povezana je s mnogo nedoumica, a njihova se nedosljedna uporaba uočava u brojnim dokumentima. Ti se nazivi često upotrebljavaju kao sinonimni, a često se njihovo značenje razjednačuje. Svaki od njih (posebno naziv *rod*) višestruko je poliseman (Heffer 2007.). Dodatni je problem iznimna osjetljivost tih naziva. Zbunjenost se izvornih govornika očituje u brojnim upitima o tim riječima koji se šalju na adresu jezičnoga savjetnika. U istraživanju se polazi od ovih hipoteza:

1. Engleski naziv *gender* ne prevodi se uvijek (ne bi se trebao uvijek prevoditi) kao *rod*.
2. Promjenom izvanjezične stvarnosti značenje se i uporaba riječi *rod* i *spol* promijenilo.
3. Te bi se promjene trebale zrcaliti u suvremenim jednojezičnim općim i terminološkim rječnicima i bazama podataka.

U radu će biti provedena dijakronijska i sinkronijska analiza uporabe riječi *rod* i *spol*. Sinkronijska će analiza biti napravljena s pomoću alata *Sketch Engine* (<https://www.sketchengine.eu/>, Kilgarriff 2004.) na hrvatskim općejezičnim korpusima: *Hrvatski mrežni korpus – hrWac* (<http://nlp.ffzg.hr/resources/corpora/hrwac/>) i *Hrvatska jezična riznica* (<http://riznica.ihj.hr/index.hr.html>) i specijaliziranome jezikoslovnom korpusu (koji je izrađen za potrebe projekta *Hrvatsko jezikoslovno nazivlje – Jena* <http://jena.jezik.hr/index.php/2020/03/27/korpus-jene/>) i na engleskome korpusu *English Web 2018 enTenTen18* (<https://www.sketchengine.eu/ententen-english-corpus/>). Analiza će se provesti u prvo me redu s pomoću skica riječi i razlikovnih skica riječi. Za nazive *spol* i *rod* bit će provedena i dijakronijska analiza.

Osim toga analizirat će se i brojni upiti korisnika povezani s navedenim riječima, primjerice rečenica *Svi izrazi koji se koriste u tekstu, a imaju rodno značenje, bez obzira jesu li korišteni u muškom ili ženskom rodu, obuhvaćaju na jednak način i muški i ženski rod*. ili prijevod naziva *raznorodnost* za *gender diversity*, čija su se objašnjenja tražila od jezičnoga savjetnika.

U završnome će se dijelu rada na temelju rezultata istraživanja ponuditi model obrade naziva *rod* i *spol* u *Hrvatskome mrežnom rječniku – Mrežniku* i u bazi *Hrvatskoga jezikoslovnog nazivlja – Jena*.

ROD AND SPOL IN THE CROATIAN LANGUAGE AND GENDER AND SEX IN THE ENGLISH LANGUAGE

The use of words *rod* (gender) and *spol* (sex) in Croatian is connected with many problems and their inconsistent usage is noticed in many documents. These terms are often used as synonymous, and each one of them (especially the term *rod*) has many interconnected meanings (Heffer 2007). An additional problem is the sensitivity of these terms. Native speakers are often confused and many questions about their usage are asked. The hypotheses of this research are:

1. The English term *gender* is not always translated by *rod*.
2. The change of extra-linguistic reality has caused the change of the use of terms *rod* and *spol*.
3. These changes should be reflected in modern monolingual general and terminological dictionaries and databases.

The diachronic and synchronic analysis of words *rod* and *spol* will be conducted. The synchronic analysis will be conducted using Sketch Engine (<https://www.sketchengine.eu/>, Kilgarriff 2004) on Croatian general language corpora: Croatian Web Corpus – hrWac (<http://nlp.ffzg.hr/resources/corpora/hrwac/>) and Croatian Language Repository (<http://riznica.ihj.hr/index.hr.html>) and a specialized linguistic corpus (composed within the project *Croatian Linguistic Terminology – Jena* <http://jena.jezik.hr/index.php/2020/03/27/korpus-jene/>) as well as the English corpus English Web 2018 enTenTen18 (<https://www.sketchengine.eu/ententen-english-corpus/>). The analysis will be based on Word Sketch and Word Sketch Difference. The diachronic analysis of the terms *rod* and *spol* will be conducted on the corpus of Croatian historical dictionaries.

In addition, numerous questions posed by language users to language advisers connected with these words will be analyzed, e.g. language advisers were asked to comment on the sentence *Svi izrazi koji se koriste u tekstu, a imaju rodno značenje, bez obzira jesu li korišteni u muškom ili ženskom rodu, obuhvaćaju na jednak način i muški i ženski rod.* (Literal translation: All terms used in the text, which have a gender meaning, regardless of whether they are used in the mascu-

line or feminine gender, include equally the masculine and feminine gender.) or the translation *raznorodnost* of the term gender diversity.

At the end of the paper, on the basis of the conducted analyzes a model entry of the headwords *rod* and *spol* in *Croatian Web Dictionary – Mrežnik* and *Croatian Linguistic Terminology – Jena* is proposed.

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NAZIVLJE IGRIFIKACIJE I VIDEOIGARA

Igrifikacija je proces u kojemu se uzimaju različiti elementi igara te se primjenjuju na svakodnevne procese kako bi se učinili lakšim za izvođenje. Budući da se za većinu situacija može osmisliti određeni tip igre, igrifikacija se primjenjuje u različitim područjima poput obrazovanja, prodaje, ekonomije, menadžmenta, medicine i sporta. Primjena igrifikacije najčešće je povezana s uporabom tehnologije te katkad uključuje obrazovne videoigre kao medij za učenje i obavljanje određenih poslova. Zbog sve češće uporabe tehnologije i različitih e-medija u obrazovanju, često je teško utvrditi što spada pod igrifikaciju, što je obrazovna videoigra te što je e-učenje. Pojam je igrifikacije nov, prvi ga put spominje Nick Pelling 2002. te se tek 2011. pojavljuje veći broj radova o igrifikaciji. To se područje ubrzano razvija jer se igrifikacija sve češće upotrebljava u različitim područjima te nastaju novi nazivi i definicije. Zato je cilj ovoga rad detaljno objasniti i razgraničiti pojmove koji se odnose na igrifikaciju, videoigre i e-učenje. Analiza kao polazište uzima rad *Igrifikacija: prema sistematizaciji termina na hrvatskom jeziku* (Lovrenčić i dr. 2018), u kojemu su obrađeni neki igrifikacijski nazivi. Međutim, hipoteza je ovoga rada da se igrifikacijsko nazivlje stalno razvija, da postojeće radove i pojmovnike može proširiti te da su moguće drukčije sustavne podjele. Metodologija rada temelji se na korpusnoj i terminološkoj analizi. U radu će se ponuditi model izrade pojmovnika s odabranim nazivima na hrvatskome i engleskome jeziku te njihovim prijevodima i definicijama koji se odnose na igrifikaciju i učenje utemeljeno na videoigramama. Nazivi i definicije odabrani su iz hrvatskih mrežnih korpusa, različitih mrežnih stranica koje sadržavaju kratke pojmovnike, stručnih i znanstvenih radova o igrifikaciji te poznatih mrežnih rječnika poput *Merriam-Webster* i *Cambridge English Dictionary*. Modelom je predviđena podjela naziva na opće nazive, nazive povezane s igrifikacijskim elementima, nazive povezane s videoigramama te nazive koji se odnose na tip videoigara. Tako osmišljen pojmovnik mogao bi pomoći korisnicima u razumijevanju spomenutih naziva te im poslužiti za daljnja istraživanja.

THE TERMINOLOGY OF GAMIFICATION AND VIDEOGAMES

Gamification is a process in which many different game elements are extracted and implemented in everyday processes to make them easier and more fun. As different game types can be created for most situations gamification is being used in different fields such as education, marketing, economy, management, medicine, and sports. The implementation of gamification is usually connected with the use of technology and often includes games as a medium for learning and performing certain tasks. Because technology and many different electronic media are being used more and more in education it is often difficult to decide what should be considered gamification, what is an educational game, and what is e-learning. The term gamification is relatively new, it was first mentioned by Nick Pelling in 2002 and after 2011 a number of papers about gamification appeared. Gamification is developing rapidly and is being used more often in many different areas causing the creation of many new terms and definitions. The goal of this paper is to explain and differentiate between terms that are connected to gamification, video games, and e-learning. As a starting point, the analysis takes the paper *Gamification: Towards Systematization of Croatian Terminology* (Lovrenčić et al., 2018) in which some gamification terms are explained and translated into Croatian. The hypothesis is that gamification terminology is constantly evolving, the existing papers and glossaries can be expanded and terms can systematically be divided according to different criteria. The methodology of research is based on terminological and corpus analysis. This paper will offer a model for creating a Croatian-English glossary with selected terms from the areas of gamification and game-based learning. Terms and definitions are selected from many different websites that also have glossaries, professional and scientific papers, and web-dictionaries such as *Merriam-Webster* and *Cambridge English Dictionary*. This glossary model proposes differentiating between general terms, terms denoting gamification elements, terms denoting video games, and terms denoting different game types. Such a glossary could help users understand gamification terminology and use it for further research.

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ENGAGING STUDENTS IN ONLINE ENGLISH TEACHING

Since the beginning of COVID-19 pandemics, online teaching has become the primary and most important method of teaching. Though it seemed quite a viable solution, many problems were encountered both from teachers' and students' sides. Teachers had to become acquainted with the new teaching method in a very short time, had to ensure the equipment and working space at home. Also, students had a similar problem with equipment and working space.

The aim of this talk is to show some most common problems from the students' perspective and possible ways of solving them. Two platforms will be dealt with – Zoom and MS Teams.

First, a methodological background is given. Dhawan's (2020) definition of the online learning as "learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access" is taken as the starting point. Both the advantages and disadvantages of online teaching are discussed – eg.g. one by Hodges et al. (2020) who contend that "Online learning carries a stigma of being lower quality than face-to-face learning, despite research showing otherwise". Another source is Anderson (2008) who mentions the theoretical model by Garrison, Anderson and Archer involving three crucial components in the effective online community: cognitive, social and teaching presence. These are elaborated on in the talk.

After that, the results of a survey carried out among the students of RIT Croatia, School of Medicine and Classical Grammar School are presented. The purpose of the survey was to investigate students' opinion of the online English classes, as well as their behaviour during them.

Based on the results, a conclusion will be made and some ideas for future engaging of students in online English classes will be suggested, such as the organisation of the course content, adding a variety of activities, using the tools of the platform like forum, chat, etc.

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STRATEGIJE INTENZIFIKACIJE PRIDJEVA U TALIJANSKOME I HRVATSKOME JEZIKU

Proučavanje pridjeva, za razliku od glagola i imenica koji pokazuju relativnu stalnost u gramatičkome i semantičkome vladanju, znatno je složenije, a gramatička obilježja pridjeva skup su često vrlo suptilnih morfoloških, sintaktičkih i semantičkih značajki (usp. Marković 2010: 6–7). Pridjevska nehomogenost vidljiva je u hrvatskome i u talijanskome jeziku. U obama su jezicima pridjevi velike i otvorene klase, a 13 osnovnih pridjevskih semantičkih (proto)tipova (usp. Dixon 2004: 3) orječuje se i u promatranim jezicima. Jedan od načina modifikacije semantičke vrijednosti pridjeva jest intenzifikacija. Intenzifikacija kao semantičko-funkcionalni proces prisutna je u svim jezicima, a obuhvaća klasične strategije intenzifikacije propozicijskog sadržaja (semantička kategorija), kao i strategije intenzifikacije povezane s ilokucijskim ili perlokucijskim činovima (pragmatičko-funkcionalna kategorija). Iako je intenzifikacija univerzalan jezični proces, sredstva i strategije korišteni za njezino postizanje nestalni su i promjenjivi, odnosno kontekstualno su uvjetovani i, sukladno tome, specifični za svaki jezik (usp. Napoli i Ravetto 2017). Gramatike hrvatskoga i talijanskoga jezika procesu intenzifikacije ne posvećuju dovoljno pozornosti, često se ograničavaju na definiranje intenzifikacije u kontekstu stupnjevanja pridjeva.

Ovaj rad proučava različite vrste jezičnih sredstava i strategija koji se koriste u funkciji intenzifikacije pridjeva u hrvatskome i talijanskome jeziku. Podatci će se uglavnom izdvojiti iz relevantnih jednojezičnih i dvojezičnih rječnika za usporednu bazu podataka, a primjeri će se ekstrahirati iz elektroničkih korpusa hrvatskoga i talijanskoga jezika – *hrWaC* i *itWaC*. Budući da su ovi digitalni korpusi sastavljeni od tekstova objavljenih na internetu i tako obuhvaćaju i iskaze koji pripadaju razgovornom, kolokvijalnom stilu, odabrani su jer se u njima često nalaze tekstovi koji uključuju iskazivanje stava i emocionalnu uključenost. Upravo se takvi iskazi vrlo često odlikuju visokim stupanjem ekspresivnosti i pretjerivanja što dovodi do upotrebe različitih strategija intenzifikacije. Uz korpusne metode, koristit će se komparativna metoda za uspoređivanje izdvojenih primjera iz obaju jezika kako bi se utvrdilo u kojoj mjeri ti procesi utječu na promjenu propozicijskoga sadržaja analiziranih pridjeva. Cilj je rada utvrditi prototipne strategije intenzifikacije pridjeva u obama jezicima te kontrastivnom analizom

hrvatskoga i talijanskoga korpusa ispitati odnos intenzifikatora u upotrebi i pritom utvrditi koje se strategije intenzifikacije najčešće upotrebljavaju u analiziranim jezicima i zašto.

STRATEGIES OF ADJECTIVE INTENSIFICATION IN CROATIAN AND ITALIAN

Studying adjectives, unlike verbs and nouns that both demonstrate a relative constancy in grammatical and semantic behaviour, is more complex, while grammatical characteristics of adjectives are frequently sets of very subtle morphological, syntactical and semantic features (cf. Marković 2010: 6–7). Adjective inhomogeneity is observed in both Croatian and Italian. In both languages adjectives are large and open classes, while 13 main adjectival semantic (proto)types (cf. Dixon 2004: 3) are realised in the said languages. Intensification is one of the methods of modification of adjectival semantic value. Intensification, a semantic-functional process, exists in all languages, encompassing standard strategies for intensifying propositional content (semantic category), as well as intensification strategies associated with illocutionary or perlocutionary acts (pragmatic-functional category). Although intensification is a universal language process, the devices and strategies used to achieve it are inconstant, variable and contextually conditioned, and therefore language-specific (cf. Napoli and Ravetto 2017). Grammars of Croatian and Italian do not concentrate sufficiently on intensification, as they are often limited to defining intensification in the context of adjective comparison.

In this paper, various language devices and strategies used in intensification of adjectives in Croatian and Italian are analysed. The data used for this analysis will mainly be extracted from the relevant monolingual and bilingual dictionaries as comparative database, illustrated with examples from electronic corpora of Croatian and Italian – hrWaC and itWaC. Since their sources were texts published on the Internet and therefore include real-life colloquial style, these digital corpora were selected as they often contain texts involving personal opinions and emotional aspect. Such utterances are frequently expressive and exaggerative, whereby various intensification strategies are used. Besides corpus-based methodology, the comparative methodology will also be used in the analysis, in order to compare selected examples from both languages and determine the extent to which these processes affect the change in the propositional content of the analysed adjectives. The aim of the paper is to determine prototype strategies of adjective intensification in both languages and to examine the relationship

of intensifiers in use through a contrastive analysis of the Croatian and Italian corpora, and to determine which intensification strategies are most often used in the analysed languages and why.

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TEACHING AND LEARNING A FOREIGN OR SECOND LANGUAGE IN A BLENDED CLASSROOM

During the global pandemic year 2020, online teaching and learning became the new normal, forcing both students and teachers to quickly adapt to new circumstances. In regard to language courses at Macquarie University, before the beginning of the 2020 pandemic, online delivery of language units was not a novelty to either language lecturers in Sydney or enrolled students from anywhere across Australia, as most language units were already offered both in-class and online. In some instances, blended synchronous learning and teaching (BSL) was already in use. However, new circumstances under which on-campus attendance was no longer possible, led to an increasing number of language courses, lecturers and students transitioning to fully online or variants of BSL models. While this presented challenges for all involved, it also offered opportunities for improvement and innovation.

Defined as “learning and teaching where remote students participate in face to face classes by means of rich-media synchronous technologies such as video conferencing, web conferencing or virtual worlds” (Bower, Matt et al. 2015), blended synchronous learning requires new approaches to delivering course content and assessing student outcomes. It requires advanced computer literacy from all involved as well as good IT infrastructure, including a fast and stable internet connection.

Based on their own experiences, the authors discuss elements and various options of BSL, its advantages, and disadvantages. Student feedback received through comprehensive online surveys and interviews that were conducted as part of separate research projects – “External Student Success Factors in Online Language Learning” and “Social affective factors in home language maintenance – Croatian in Australia” are also discussed.

Among the goals of this paper is also to explore the influence of regular use of BSL on student course satisfaction and student learning outcomes as well as comparisons to previous research in the field, one of which claims that student learning outcomes for those taught using BSL now outperform all other modes of teaching, including face-to-face teaching in the traditional classroom (Hastie, Megan, et al., 2010).

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PICTURE A LIFE BEHIND THE RAZOR WIRE: THE CHARACTERISTICS OF VISUAL DISCOURSE ON MIGRATIONS

The interdisciplinary nature of discourse analysis opens the possibility of a deeper look into the visual domain as a part of general discourse on a topic. Media discourse is an example of a discourse routinely supplemented by visual content, aimed at framing and punctuating the content of written text. As text is open to an analysis of its language and context, so it is possible to examine the visual content through the mechanisms of *visual grammar*, as conceived by Kress and van Leeuwen (2006). Whereas the grammar of language describes the ways words are combined into sentences and texts, visual grammar describes the manner that particular visual elements (people, places, objects) are combined into particular statements.

The paper utilizes Kress' and Leuwen's basic devices and concepts of visual image analysis (the 'zone' in which an element occurs (left/right, bottom/top, centre/margin); the 'salience' bestowed on it (viaforegrounding/backgrounding, relative size, colour, etc.); and 'framing' devices such as vectors between participants) to illustrate the characteristics of visual design in the general context of discourse on migrations on the corpus of texts and photographs from columns and commentary sections in four Croatian daily newspapers (Jutarnji list, Večernji list, Slobodna Dalmacija, Glas Slavonije). The corpus spans a one-year period (June 1 2015-June 1 2016), marked by intensive migration processes, heavily covered in the media. The paper uses examples from the corpus, with special emphasis on so-called "iconic photographs" to illustrate the representative, recurring visual motifs (e.g. razor wire, train (track), processions of people, children's faces), their interaction with the text and ways of representing subjects in photos. The examples, and their analysis, are juxtaposed to those suggested by previous research into *visual metonymy* (Vezovnik and Šarić 2020) and contemporary approaches to *multimodal metaphor* (Forceville and Urios-Aparisi 2009). Particular emphasis is placed on *antithesis*, as a stylistic figure also realized as a visual device and argued to be commonly featured in the discourse on migration, whereby it is suggested that visual antithesis occasionally serves to further emphasize its textual correspondent.

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UTJECAJ EPIDEMIJE NA OŽIVLJAVANJE GOVORA DIKTATURE I UPOTREBU (RATNIH) METAFORA

Utjecaj epidemije na jezične odabire u javnom govoru postao je vrlo jasno izražen u proteklih godinu dana, kada su se sociološki uvjeti bitno promijenili i kada je komunikacija, bilo javna bilo privatna, u velikoj mjeri postala posredovana medijima. Budući da su izvanjezični uvjeti u velikom dijelu društva na neki način počeli nalikovati ratnim uvjetima – vani prijete opasnost, ljudi se zatvaraju u kuće, socijalizacija je smanjena do krajnjih granica, čovjek se boji čovjeka – jezik nije mogao ostati neokrznut, pa su se u javnom diskursu aktivirali neki stari izrazi, tipični za ratna i ostala krizna vremena, a nastali su i neki novi izrazi, koje je iznjedrila društvena potreba da se opiše novonastala situacija.

U ovom će se radu naglasak staviti na analizu medijski posredovanog jezika odabranih javnih osoba kojima je društvo dodijelilo vodeću ulogu u „borbi“ protiv epidemije. Pritom ćemo se posebno osvrnuti na metaforično „preuokviravanje“ (*reframing*), odnosno povezivanje različitih koncepata u skladu s jezičnim potrebama kao i na određene elemente govora diktature, koji su se u takvim okolnostima reaktivirali.

INFLUENCE OF THE EPIDEMIC ON THE RESURRECTION OF DICTATORSHIP SPEECH AND THE USE OF (WAR) METAPHORS

The influence of the epidemic on linguistic choices in public speech has become clearly pronounced over the past year during which the social conditions have changed significantly and during which communication, both public and private, has become media-mediated to a great extent. Since the extralinguistic conditions in a large segment of the society have in a way begun to resemble those during the state of war – danger lurking outside, people boarding up in their homes, socialisation reduced to the bare minimum, people being afraid of other people – language could not escape unscathed and as a result some old expressions, typical of times of war and other times of crisis, have become activated in

public discourse. In addition, some new expressions have come into existence as the product of the social need to describe the present circumstances.

In this paper emphasis will be placed on the analysis of media mediated language of the selected public persons to whom the society has assigned the leading roles in the “fight” against the epidemic. Special attention will be paid to the metaphorical reframing, i.e. linking of various concepts in accordance with the linguistic needs, as well as to certain elements of dictator speech which have been reactivated under these circumstances.

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MOGUĆNOSTI E-LEKSIKOGRFIJE ZA IZRADU MREŽNIH FRAZEOLOŠKIH RJEČNIKA

Digitalno doba otvorilo je nove i dodatne mogućnosti za leksikografiju. One se ogledaju prvenstveno u tome što u e-rječniku nema prostornog ograničenja, natuknice uključuju poveznice, a frazemi se mogu pretraživati po bilo kojoj riječi. Osim toga, u izradi e-rječnika pažnja se usmjerila na pružanje dodatnih informacija. Tako u nekim općim e-rječnicima natuknice uključuju kolokacije, napomene o specifičnoj upotrebi i konceptualnu organizaciju. Međutim, za europske jezike, pa i hrvatski, trenutno ne postoje izvorno elektronički frazeološki rječnici. Kad je riječ o mrežnim izvorima za hrvatski, u bazama koje sadrže frazeme dvije su poteškoće – one su organizirane samo abecedno, a varijantni oblici bilježe se kao zasebne jedinice. S druge strane, e-leksikografija pruža brojne mogućnosti za izradu frazeoloških rječnika, a osobito su korisni nelinearna hipertekstna organizacija te kombiniranje abecednog i konceptualnog ustrojstva.

Cilj je ovoga rada prikazati kako sustavno uključiti te mogućnosti u frazeološke e-rječnike hrvatskoga jezika. Usredotočit ćemo se na tri elementa: varijante, modifikacije (kreativnu upotrebu frazema) i konceptualnu organizaciju. Svi varijantni oblici navode se u istoj natuknici jer su značenjski i strukturno povezani (npr. *biti u škripcu*, *doći u škripac* i *izvući se iz škripca*). Modifikacije i konceptualna organizacija dodatne su informacije. Modifikacije se bilježe u posebnima napomenama koje pokazuju kako govornici tipično mijenjaju neki frazem (npr. zamjenom sastavnica, *napraviti od muhe medvjeda/vola/devu*). Kod konceptualne organizacije na kraju natuknice navode se frazemi koji su značenjski povezani s onim u natukničkome liku. Neke su od osnovnih prednosti frazeoloških e-rječnika velik prostor, lako pretraživ sadržaj i uključivanje informacija koje nadilaze one uobičajene o značenju frazema, ustaljenim oblicima i upotrebi. Tako se navođenjem svih varijantnih oblika zajedno pokazuje da su oni jezične manifestacije različitih konceptualizacija istog događaja (Autor 2020). Kreativna se upotreba bilježi jer mogu postojati određeni obrasci po kojima govornici modificiraju frazeme i te su promjene do neke mjere sustavne (Autor 2019a). Konceptualna organizacija korisniku omogućuje da izrazi svoje ideje upotrebom figurativnog jezika (Autor 2019b). Sve je to u skladu s načelom funkcionalne leksikografije (Leroyer 2007; Nielsen i Mourier 2007) da korisniku valja pružiti znanje potrebno za komunikaciju u situacijama u kojima se može naći.

THE ADVANTAGES OF E-LEXICOGRAPHY FOR COMPILING ONLINE DICTIONARIES OF IDIOMS

The digital age has opened new possibilities for the development of lexicography. Specifically, online dictionaries are not limited by space, entries may be easily cross-linked to other data and idioms may be searched by any of their component parts. Moreover, the digital medium allows providing users with additional information. For instance, general online dictionaries may include collocations, notes on specific usage as well as conceptual organization. However, currently there are no born-digital idioms dictionaries for European languages, including Croatian. Existing digital resources for Croatian, including databases that contain idioms, suffer from two problems: they are organized alphabetically, and variant forms are listed as separate entries. E-lexicography offers new ways of counteracting these issues in idioms dictionaries, including non-linear hypertextual organization and combining alphabetical with conceptual organization.

The aim of this paper is to explore how these principles may be systematically employed in online dictionaries of Croatian idioms. We will focus on three elements: variations, modifications (creative use of idioms) and conceptual organization. All variant forms may be listed in the same entry as they are connected in meaning and structure (e.g. *biti u škripcu* 'be in a corner', *doći u škripac* 'back yourself into a corner' and *izvući se iz škripca* 'get out of a corner'). Modifications and conceptual organization provide users with additional information. Modifications listed in special boxes focus on patterns (e.g. which component is typically replaced, *napraviti od muhe medvjeda/vola/devu* 'make a Mount Everest/Mont Blanc/Matterhorn out of a molehill'). Conceptual organization refers to listing expressions which are similar in meaning to the idiom in the entry. Overall, online idioms dictionaries offer unlimited space, allow for easy searches and may include information which goes beyond what is offered by printed dictionaries (i.e. meaning, conventional forms and use). Thus, listing variations in the same entry shows the user that they are different conceptualizations of the same event (Author 2020). Modifications are listed because they reveal usage patterns and display some regularity (Author 2019a). Conceptual organization provides users with additional possibilities of expressing their ideas by using figurative language. All of this is in line with the principle of functional lexicography (Leroyer 2007; Nielsen and Mourier 2007) that users should be offered information necessary to communicate in various situations.

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HRVATSKO ANATOMSKO NAZIVLJE U SUVREMENIM MREŽNIM IZVORIMA

Zbog ubrzana razvoja znanja i evolucije pojmova medicina je jedno od složenijih strukovnih područja u kojemu aktivno sudjeluju i stručnjaci i nestručnjaci, pa su različiti registri komunikacije jezična stvarnost te je pojava jezičnih varijanata neizbježna (Bergovec 2020). Velike se promjene događaju u jeziku struke pod utjecajem engleskoga kao globalnoga jezika te sâm jezik uvelike utječe na poimanje stvarnosti. To rezultira, među ostalim, uporabom sinonimnih inačica, koja je u hrvatskome medicinskom nazivlju vrlo česta (Gjuran-Coha 2011). Da je u tome području opravdano supostojanje internacionalnoga i domaćega nazivlja, nastojat će se pokazati u ovome radu na primjeru pojmova iz anatomsoga nazivlja. Polazište je analizi terminološka građa područja anatomije iz baze hrvatskoga strukovnog nazivlja *Struna*, iz koje su izdvojeni anatomske pojmovi s više hrvatskih naziva, tj. nazivi koji uz preporučeni imaju barem još jedan dopušteni odnosno nepreporučeni naziv i žargonizam. Popisani su pojmovi kojima je u *Struni* dana prednost domaćoj inačici nad stranom (npr. *arterijska sveza* pred *arterijski ligament*) i oni u kojima internacionalizam ima prednost (npr. *centralna brazda* u odnosu na *središnja baza*). Zatim je sastavljen računalni korpus znanstvenih i stručnih članaka iz relevantnih suvremenih časopisa iz medicinskoga područja. Analiza je provedena u Sketch Engineu, koji je poslužio kao alat za izlučivanje naziva i kolokacija, ali i za svu potrebnu analizu i usporedbu dobivenih rezultata (Kilgariff i dr. 2012). Također su konzultirani popularnostručni izvori kako bi se utvrdilo da je u tome registru opravdana pretpostavka da je uporaba domaćih naziva u anatomske području zbog razumljivosti češća nego u stručnome diskursu. Cilj je korpusne analize provjeriti koliko se predloženi hrvatski nazivi pojavljuju u znanstveno-stručnome korpusu u odnosu na internacionalizme. Utvrdit ćemo jesu li hrvatski nazivi kojima je u bazi hrvatskoga strukovnog nazivlja *Struna* dana prednost u odnosu na internacionalne zaživjeli u popularnostručnim mrežnim izvorima te stavljanjem naglaska na to da mnogi internacionalizmi imaju dobre domaće zamjene nastojati doprinijeti daljnjoj popularizaciji hrvatskih naziva u medicinskome području. Rezultati će se upotrijebiti za dopunjavanje postojećega nazivlja u *Struni*.

CROATIAN ANATOMICAL TERMINOLOGY IN CONTEMPORARY WEB SOURCES

Due to the rapid development of knowledge and the evolution of concepts, medicine is one of the most complex special fields in which both experts and non-experts actively participate, so different registers of communication are a linguistic reality and the emergence of terminological variants in medicine is inevitable (Bergovec 2020). Major changes are taking place in any LSP under the influence of English as a global language, which results, among other things, in the use of many synonyms, a common phenomenon in the Croatian medical terminology (Gjuran-Coha 2011). This paper shows that the coexistence of international and Croatian terminology is justified in this field, based on examples from anatomical terminology. The starting point of the analysis is the terminology from the database of Croatian special field terminology Struna. Anatomical concepts for which there are several Croatian terms used are extracted, i.e. terms that in addition to the recommended term have at least one other admitted or non-recommended or colloquial term.

The concepts for which the domestic variant is given preference over the international variant (e.g. arterijska sveza over arterijski ligament 'arterial ligament') were listed, as well as those in which the internationalism has priority (e.g. centralna brazda over središnja baza 'central sulcus'). Next, a corpus was built consisting of scientific and special field papers from relevant modern journals in the medical field. The analysis was performed in Sketch Engine, which served as a tool for extracting terms and collocations, but also for all necessary analysis and comparison of the obtained results (Kilgariff et al. 2012). Popular web sources for the general public were also consulted to determine whether the use of native anatomical terms is more common in this register than in the professional discourse. The aim of the corpus analysis is to check how much the proposed Croatian terms appear in the scientific-professional corpus in relation to internationalisms. We will determine whether Croatian terms that are given priority over international ones in Struna have become popular in professional online sources, and by emphasizing that many internationalisms have good domestic substitutes, we will try to contribute to the popularization of Croatian terms in the medical field. The results will be used to enrich the existing terminology in Struna.

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IN SEARCH OF THE BEAUTY AND THE BEAST; ANTONYMY IN SYNTACTIC CONSTRUCTIONS

The article describes syntactic dependency and sentiment potential graph methods for identifying antonymous lexical relations and lexical clusters in a corpus. Antonymy, understood as a cognitive mechanism of knowledge categorization (Lakoff 1987, Murphy 2006, Paradis 2011, Jones et al. 2012), provides access into both semantic and syntactic patterns of language (English and Croatian) that enable the conceptualization and expression of intricate emotions and sentiment. The ConGraNet graph method, developed at the EmocNet project (<http://emocnet.uniri.hr/congracnet/>), yields lexical communities of collocated lexemes that represent the sense structure of a seed word based on a syntactic dependency. By projecting the semantic value to the coordinated syntactical relation, we are able to filter out lexical collocations with high conceptual similarity, and construct labelled clustered lexical networks, which reveal polysemous and ambiguous senses of a source lexeme, as well as lexemes with antonym potential.

In addition to the semantic potential of syntactic constructions (Goldberg 2006), the procedure uses the WordNet antonymy relation dictionary to filter out typical antonymic lexemes and sentiment analysis graph-based algorithms to assign psychological hedonic valency values to lexemes in a sense cluster. This, in turn, provides access to possible

overarching patterns of emotion and sentiment conceptualization (Lüdtke 2015). The procedure of antonym potential identification includes the semantic analysis of syntactic relation enrichment and sentiment value distribution within a lexical dependency graph. We exemplify the application of the procedure on several lexemes in different languages and corpora. This graph approach (Perak and Ban Kirigin 2020) relies on the NLP processing of syntactic relations in natural languages, and can be used as a complementary method to other contemporary NLP resources to enrich semantic tasks, including word disambiguation, domain relatedness, sense structure, synonymy, metonymy, and metaphoricity, as well as to establish cross-/intra-cultural discourse variations of antonymical prototypical conceptualization patterns and knowledge representations. Insights procured by this methodology could deepen our understanding of conceptual-lexical relations as mirror images of our knowledge structuring processes.

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Sveučilište u Zadru

JEZIK MANIPULACIJE U MEDIJSKOM DISKURSU

Diskurs istovremeno opisuje i oblikuje naš pogled na svijet (usp. Teubert 2013: 56). U njemu se jezik koristi kao posrednik te on oblikuje naše društvene, političke i kulturološke interakcije (usp. Baker 2008: 3). Diskurs je društveno korištenje jezika, tj. jezik u društvenom kontekstu (usp. Fairclough, Fairclough 2012: 78). Kada se jezik koristi u govoru, ljudi sudjeluju u namjernoj društvenoj interakciji koja se sastoji od prostorno-vremenskih događaja u svijetu.

Ne postoji ništa takvo kao 'čista', nepristrana izjava. Izražavanje misli i ideja uključuje istodobno svrhe, ciljeve i želje; nije bitno samo ono što se kaže već i način na koji se kaže (usp. Sornig 1989: 95). Za provođenje vlastite volje kao instrument se koristi jezik (usp. Nölke 2010: 22). Njegova je glavna funkcija utjecati na nekoga (usp. Nölke 2010: 110).

Naglasak je ovog istraživanja na oblicima manipulacije u doba koronakrize u Hrvatskoj i Njemačkoj. Korpus istraživanja činit će novinski članci novina *Večernji list* i *Der Spiegel* u ožujku i travnju 2020. godine. Ti su mjeseci odabrani kao početak koronakrize u Europi u kojima su mjere okupljanja i zatvaranja poduzeća stupale na snagu, doživjele svoj vrhunac i konačno doživjele popuštanje. Članci su odabrani prema ključnim riječima *korona*, *Covid-19*, *lockdown*, *cjepivo*. U člancima će se analizirati primjeri izravnih navoda epidemiologa, političara i drugih ljudi pogođenih koronavirusom. Riječi epidemiologa i političara nerijetko u sebi sadrže manipulativni leksik kojim se pokušava utjecati na masovnu publiku, izazvati u njima strah i navesti ih na pridržavanje mjera.

Manipulacija će se u korpusu istražiti prema strategijama Van Dijka (2006) koji kao polaznu točku razlikuje općenite interakcijske strategije, tj. pozitivni prikaz sebe (mi) i negativni prikaz drugih (oni). Ispitat će se na koji se način verbalizira pozitivni prikaz sebe i negativni prikaz drugih u sintaksi, semantici i pragmatičnosti. Interlingvalno će se proučiti postoje li razlike u korištenju manipulativnih sredstava u njemačkom i hrvatskom korpusu.

THE LANGUAGE OF MANIPULATION IN MEDIA DISCOURSE

Discourse simultaneously describes and shapes our view of the world (cf. Teubert 2013: 56). Language is used as a mediator in discourse and it shapes our social, political and cultural interactions (cf. Baker 2008: 3). Discourse is the social use of language, i.e. language in a social context (cf. Fairclough/Fairclough 2012: 78). When language is used in speech, people participate in a deliberate social interaction consisting of spatio-temporal events in the world.

There is no 'pure', impartial statement. Expressing thoughts and ideas involves purposes, goals, and desires at the same time; it is not only what is said that matters, but also the way it is said (cf. Sornig 1989: 95). Language is used as an instrument to exercise one's will (cf. Nölke 2010: 22). Its main function is to influence someone (cf. Nölke 2010: 110).

This paper places emphasis on the forms of manipulation during the corona crisis in Croatia and Germany. The research corpus consists of newspaper articles in *Večernji list* and *Der Spiegel* in March and April 2020. These months were chosen as the beginning of the corona crisis in Europe, when measures of gatherings and home office were introduced, reached their peak and finally were loosened. The articles were selected according to the keywords corona, covid-19, lockdown, vaccine. In the articles, examples of direct allegations by epidemiologists, politicians, and other people affected by the corona virus are analyzed. Statements of epidemiologists and politicians often contain manipulative vocabulary that tries to influence the mass audience, cause fear and lead to abiding by measures.

Manipulation will be explored in the corpus according to the strategies of Van Dijk (2006) who distinguishes general interaction strategies, i.e. positive portrayal of self (we) and negative portrayal of others (they) as a starting point. The paper examines ways of verbalizing the positive portrayal of oneself and the negative portrayal of others in syntax, semantics, and pragmalinguistics. An interlingual analysis will examine whether there are differences in the use of manipulative means in the German and Croatian corpus.

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STRATEGIJE PREVOĐENJA MOTIVIRANIH RIJEČI: PRIMJER PREFIKSACIJE

Korpusna su istraživanja pokazala da postoje velike razlike u uporabi derivacijske morfologije ovisno o registru, žanru i području (Lefer 2012: 1325). Primjerice, u engleskome i francuskom akademskom stilu rabi se veći broj prefikasa nego u usmenoj komunikaciji (*ibid.*). Također, na temelju kontrastivnih korpusnih istraživanja izvornih tekstova i prijevoda došlo se do saznanja da izvorni jezik i specifična obilježja promatranoga jezičnog para uvelike utječu na uporabu prefikasa u ciljnom jeziku (Lefer 2015).

U ovome je radu cilj istražiti kojim se strategijama služe prevoditelji prilikom prevođenja motiviranih riječi nastalih čistom prefiksacijom, odnosno pripajanjem prefiksa bazi. To se pitanje promatra supostavljanjem dvaju jezika, francuskoga i hrvatskog. Građa je prikupljena iz usporednih korpusa EU DGT-UD koji sadrže zakonodavne tekstove Europske unije na francuskome, odnosno hrvatskom. Prikupljene su sve francuske imenice s prefiksom *sous-* ('pod-') čestotnosti od 10 pojavnica ili više, a zatim su analizirani njihovi hrvatski prijevodni ekvivalenti. Cilj je rada odgovoriti na sljedeća pitanja: 1) prevode li hrvatski prevoditelji francuske imenice tvorene prefiksom *sous-* imenicama s prefiksom *pod-*, 2) ako to ne čine, kojim se strategijama služe?

Nakon ručnog pročišćavanja korpusnih rezultata dobivene su 73 francuske imenice tvorene prefiksom *sous-*. U najvećem broju slučajeva pokazalo se da se one na hrvatski prevode imenicama tvorenima prefiksom *pod-*, odnosno da je riječ o tzv. *prefix-by-prefix translation* (Lefer 2015) (npr. *sous-système – podsustav; sous-zone – podpodručje, potpodručje; sous-contractant – podizvoditelj, podizvođač*). Tek se rjeđe pronalaze parafraze (npr. *sous-secrétaire – zamjenik glavnog tajnika, sous-chef – niži upravitelj*), a u ponekim se slučajevima francuska prefigirana imenica prevodi neprefigiranom riječju (npr. *sous-unité – dio [vlaka]*). Primijećeni su različiti načini pisanja hrvatskih tvorenica, s varijacijom između alomorfa *pod-* i *pot-*, a vrlo rijetko i uz spojnicu. Postavlja se pitanje je li velik broj hrvatskih prijevodnih ekvivalenata tvoren prefiksima rezultat utjecaja izvornoga teksta i jezika, no na njega se trenutno ne može odgovoriti zbog nedostatka istraživanja o raširenosti prefiksacije u različitim stilovima i žanrovima u hrvatskom jeziku.

STRATEGIES USED IN TRANSLATING MOTIVATED WORDS: PREFIXATION

Corpus research has pointed to large differences in the use of derivational morphology across registers, genres and domains (Lefer 2012: 1325). Thus, in English and French academic style, for instance, more prefixes are used than in oral communication (*ibid.*). Furthermore, contrastive corpus analyses of source texts and translations have shown that source languages and language pair specific properties have a large impact on the use of prefixes in the target languages (Lefer 2015).

The goal of this paper is to explore what strategies translators use in translating motivated words formed through simple prefixation, i.e. by attaching a prefix to a base. This research question is addressed by contrasting two languages, French and Croatian. The analysis includes data collected from two parallel EU DGT-UD corpora containing legal EU texts in French and Croatian, respectively. First, all French nouns formed with the prefix *sous-* ‘under-’ with 10 or more occurrences were collected, followed by an analysis of their Croatian equivalents. The study is expected to answer the following questions: 1) do Croatian translators use Croatian *pod-* (‘under-’) prefixed nouns as equivalents for French nouns prefixed with *sous-*, and 2) if they do not do so, what strategies do they use while translating? After a manual check, a total of 73 French *sous-* nouns were obtained. In the majority of cases these nouns are translated into Croatian using *pod-* prefixed nouns, i.e. through *prefix-by-prefix translation* (Lefer 2015) (e.g. *sous-système* ‘subsystem’ – *podststav*; *sous-zone* ‘subzone’ – *podpodručje*, *potpodručje*; *sous-contractant* ‘subcontractor’ – *podizvoditelj*, *podizvođač*). There are only several cases in which paraphrase is used (e.g. *sous-secrétaire* ‘undersecretary’ – *zamjenik glavnog tajnika* ‘lit. general secretary replacement’). In some cases French prefixed nouns are translated by unprefixed words (e.g. *sous-unité* ‘subunit’ – *dio [vlak]* ‘part [of train]’). Croatian derivatives are sometimes spelled with *pot-*, an allomorph of *pod-*, and hyphenation is rarely used. Whether this large number of prefixed Croatian translation equivalents is a result of the influence of source text and language cannot be answered at this point due to a lack of studies related to the use of prefixation across Croatian styles and genres.

Luka Planinić i Anita Pavić Pintarić

Sveučilište u Zadru

KONTRASTIVNA ANALIZA DIGITALNIH KOMUNIKACIJSKIH KANALA U HRVATSKOM I NJEMAČKOM JEZIKU

U radu se na temelju kontrastivne analize digitalnih komunikacijskih kanala proučava leksik hrvatskih i njemačkih verzija u odnosu na njihove izvorne engleske verzije. Nastala uslijed pandemije COVID-19, pojačana potreba za razvojem i poboljšanjem novih oblika komunikacije koji omogućuju nesmetano i sigurno sporazumijevanje u stvarnom vremenu dovodi do učestale upotrebe digitalnih komunikacijskih kanala poput Zooma, Microsoft Teamsa, Skypea i Webexa. Zahvaljujući svakodnevnoj upotrebi tih komunikacijskih kanala, digitalna komunikacija dobiva na važnosti više no ikad prije i donosi sa sobom brojne nove izraze koji traže svoje odgovarajuće mjesto u leksiku. Budući da engleski jezik već neko vrijeme utječe na smjer razvoja jezika u digitalnom okruženju i njemu srodnim domenama, u ostalim jezicima javljaju se novi jezični izazovi poput pronalaženja odgovarajućih ekvivalenata za nove izraze.

U ovom će se radu istražiti jezik odabranih digitalnih komunikacijskih kanala na nekoliko jezičnih razina. U svrhu izrade korpusa za istraživanje poslužit će sučelja i upute za korištenje dostupni u navedenim digitalnim komunikacijskim kanalima ili na njihovim odgovarajućim mrežnim stranicama. Središnji dio rada čini kontrastivna analiza odabranih izraza i pojmova iz korpusa s naglaskom na proučavanju njihovih morfoloških aspekata na tvorbenoj razini i prilagodbe značenja na semantičkoj razini na hrvatskom i njemačkom jeziku u odnosu na njihove pripadajuće izvorne oblike iz engleskog jezika. Cilj je analize pokazati u kojoj su se mjeri njemački i hrvatski jezik prilagodili naglom razvoju digitalne komunikacije i digitalnih komunikacijskih kanala te koja su i kakva jezična rješenja za nove izraze pritom iznjedrili. Budući da o aktualnosti jezičnih promjena nastalih posljedicom pandemije i naglog razvoja digitalne komunikacije te digitalnih tehnologija svjedoči sve veći broj novih riječi i izraza u raznim jezicima diljem svijeta, ovaj rad služi kao podloga za daljnja istraživanja jezičnih promjena u digitalnom okruženju u hrvatskom i njemačkom jeziku.

CONTRASTIVE ANALYSIS OF DIGITAL COMMUNICATION CHANNELS IN CROATIAN AND GERMAN LANGUAGE

Based on the contrastive analysis of digital communication channels, this paper investigates the lexis of Croatian and German versions in relation to their English original versions. Due to the COVID-19 pandemic, the increased need for developing and improving new forms of communication which enable secure and easy understanding in real time has led to frequent use of digital communication channels like Zoom, Microsoft Teams, Skype, and Webex. Thanks to the daily use of these communication channels, digital communication gains importance more than ever before and brings with it numerous new expressions that are included into the lexicon. Since English has been impacting the development of the language in digital surroundings and related domains, linguistic challenges like finding equivalents for new expressions have appeared in other languages.

This paper will investigate the language of selected digital communication channels on several linguistic levels. In order to collect the corpus, interface and instruction manuals available in the above communication channels or on their web pages were used. The central part of the paper is based on the contrastive analysis of selected expressions and terms from the corpus with the emphasis on their morphological aspects (word building) and meaning adaptation on the semantic level in Croatian and German, in relation to their corresponding original English forms. The aim is to show the extent to which Croatian and German have adapted to rapid development of digital communication and digital communication channels, as well as the resulting linguistic solutions. Since the relevance of language changes has led to a growing number of new words and expressions in various languages around the world, this paper serves as a basis for further research on language changes in the digital environment in Croatian and German.

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INTONACIJE U POLITIČKIM GOVORIMA

Intonacija je najvažnije prozodijsko sredstvo koje strukturira jezičnu poruku i prenosi informacije o govorniku – njegovim emocijama, njegovu stavu prema predmetu govora i prema sugovorniku/slušatelju. U dosadašnjim istraživanjima političkih govora prozodijska sredstva koja se opisuju kao specifična su ritam, pauze, rečenični naglasak te tonski raspon. Cilj je ovog rada istražiti koje intonacijske obrasce koriste hrvatski predsjednici u govoru jakog emotivnog naboja te djeluju li njihovi govori uvjerljivo. Korpus za analizu čini po jedan govor hrvatskih predsjednika (F. Tuđmana, S. Mesića, I. Josipovića, K. Grabar-Kitarović i Z. Milanovića) u prigodi zahvale nakon pobjede, dakle u govorničkoj situaciji u kojoj su prisutne snažne emocije. Rečenice su segmentirane u intonacijske jedinice te su opisane akustički i perceptivno. Akustički parametri opisa su prosječni ton oko kojeg se kreće intonacija, tonski raspon, brzina promjene i usklađenost tonskog vrha s rečeničnom strukturom. Perceptivni opis uključuje broj intonacijskih jedinica, ritam isticanja i vrste jezgara. Dosadašnji rezultati perceptivne analize pokazuju da su intonacijske jedinice kratke te da je velik broj ravnih jezgara. Cilj daljnje analize jest otkriti jesu li predsjednici prepoznatljiviji po specifičnim intonacijskim obrascima te kako intonacija u političkim govorima hrvatskih predsjednika utječe na percepciju izražajnosti, uvjerljivosti i prirodnosti.

INTONATIONS IN POLITICAL SPEECH

Intonation is the most important prosodic feature that structures the linguistic message and conveys information about the speaker. In previous research on political speeches the prosodic elements described as specific are rhythm, pauses, sentence stress, and tonal range. The aim of this paper is to explore how Croatian presidents use intonation features in the speeches of strong emotions and whether their speeches work convincingly. The corpus for analysis consists of one speech by each Croatian president (F. Tuđman, S. Mesić, I. Josipović, K. Grabar-Kitarović and Z. Milanović) in a speaking situation of strong emotions, *viz.* a speech of thanks after the victory. Sentences are segmented into intonation units and are described acoustically and perceptually. The acoustic parameters

of the description are the average tone, the tonal range, the rate of change, and the alignment of the tonal peak with the sentence structure. Perceptual description includes the number of intonation units, the rhythm of emphasis, and the types of nuclei. The results of the perceptual analysis so far show that the intonation units are short and that there are a large number of high flat nuclei. The aim of further analysis is to find out whether the presidents are recognizable by some intonation patterns and how intonation in the political speeches of Croatian presidents affects the perception of expressiveness, persuasiveness, and naturalness.

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“WOKE ME UP. BED WAS SHAKING AND MY AQUARIUM WATER WAS GOING WILD. SHOCKING.” NARRATIVITY IN ONLINE EARTHQUAKE TESTIMONIALS

Narrative analysis, a prominent field of research in sociolinguistics, has recently turned towards narrativity and storytelling within various online contexts that people inhabit through their everyday practices, most notably blogs and social networks (De Fina & Perrino 2017; Giaxoglou 2020). Analysis of semiotic processes within these contexts provides beneficial insight into emergent narrative genres and forms of communication in the 21st century. This paper investigates one of these emerging genres: online earthquake testimonials. Namely, in 2020, Croatia was hit by a series of earthquakes, two of which were particularly devastating. According to the European-Mediterranean Seismological Center (EMSC), there were more than 900 felt earthquakes of various intensity within one year. One way that EMSC gathers data to detect seismic events is through its LastQuake mobile app, which crowdsources information from earthquake witnesses through their reports and comments. In said period, the app was flooded with hundreds of thousands of testimonials, morphing the app into a social network hybrid where, aside from reporting felt earthquakes, people started to share their traumas and fears, but also to crack jokes, argue, troll, and criticize others for reporting minor earthquakes. Here I present a qualitative analysis of narrativity in these testimonials. The data, generously provided by EMSC, consisted of 31156 comments related to 32 selected earthquakes. Comments range from brief referential or evaluative accounts (*Scary!*; *Užas!*; *Glina, dosta je zatreslo*; *Only horrible sound, no vibrations*), messages of support (*Zagreb tak te imam rad!#staystrong*♥♥♥; *DRŽITE SE LJUDI!*), to illustrative narrative sequences (*I was about to poop when the second one hit. Now I can't, I am scared as hell*), even classified ads (*Prodajem Alfa Romeo 156Sw 1.9 jtd, 2003g.*), and everything in between. The analysis indicates that these testimonials can be observed as condensed narratives that share many features of “small stories” (Georgakopoulou 2015), while at the same describing and evaluating an extraordinary experience. The variety of comments and their development over time illustrates how online affordances of the app (i.e., the ability to report a felt earthquake and leave a comment) shape online storytelling and affective positioning of earthquake witnesses and app users.

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Sveučilište u Dubrovniku

SPREMNOST NA RIZIK I STRAH OD STRANOGA JEZIKA KOD HRVATSKIH STUDENATA KOJI UČE ENGLLESKI, NJEMAČKI, ŠPANJOLSKI I TALIJANSKI JEZIK

Istraživanje se bavi spremnošću na rizik i strahom od stranoga jezika kao važnim individualnim čimbenicima u učenju stranoga jezika. Strah od stranoga jezika definira se kao specifična kombinacija samopercepcija, vjerovanja, osjećaja i ponašanja, koja proistječe iz jedinstvenosti procesa učenja stranoga jezika (Horwitz, Horwitz i Cope 1986). Više je pristupa koji definiraju spremnost na rizik u učenju stranoga jezika, a Mihaljević Djigunović (2002) definira spremnost na rizik kao spremnost da se izražavaju kompleksne ideje na stranome jeziku bez opterećenosti pogreškama. Oxford (1992) naglašava da su spremnost na rizik i mnogi individualni čimbenici u složenim odnosima i da tako djeluju na ishode učenja jezika. Istraživanjima se utvrdilo da su spremnost na rizik i strah negativno povezani (Oxford 1990, Mihaljević Djigunović 2002) te da su spremnost na rizik i uspjeh u učenju jezika pozitivno povezani (Liu 2012). Sramežljivost kao individualni čimbenik u učenju stranoga jezika definira se kao uznemirenost ili strah koji osjećamo kada komuniciramo s drugim osobama u socijalnoj situaciji (Buss 1986). Strah, spremnost na rizik i sramežljivost mogu utjecati na ishode učenja jezika. Glavni cilj ovoga istraživanja bio je ispitati odnos spremnosti na rizik i straha od stranoga jezika među studentima koji uče engleski, njemački, španjolski i talijanski. U istraživanju je sudjelovalo 242 sudionika (engleski N=62, njemački N=60, španjolski N=60, talijanski N=60). Za potrebe istraživanja korištena su dva instrumenta: *Upitnik za mjerenje straha od jezika* (MacIntyre i Gardner 1994) i *Upitnik o spremnosti na rizik* (Ely 1986), odnosno hrvatski prijevodi obaju upitnika (Mihaljević Djigunović 2002) kojima se ispitivanje provelo na tri hrvatske visokoškolske institucije. Za potrebe ovoga istraživanja sramežljivost je ispitana samoprocjenom sramežljivosti. Istraživanjem je utvrđena negativna povezanost spremnosti na rizik i straha za sve ispitane grupe jezika. Statističkom obradom utvrđeno je da su studenti koji su manje sramežljivi spremniji na preuzimanje rizika u upotrebi jezika. Rezultati ovoga istraživanja omogućit će nastavnicima stranih jezika da steknu bolji uvid u povezanost spremnosti na rizik i straha od jezika te povezanost spremnosti na rizik i sramežljivosti. Dobiveni

rezultati mogu imati pedagoške implikacije, posebno za nastavnike koji poučavaju engleski, njemački, španjolski i talijanski jezik u Hrvatskoj.

RISK-TAKING AND FOREIGN LANGUAGE ANXIETY OF CROATIAN STUDENTS LEARNING ENGLISH, GERMAN, SPANISH AND ITALIAN

The research focuses on risk-taking and language anxiety as important learner-related differences in foreign language learning. Language anxiety is defined as a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process (Horwitz, Horwitz and Cope 1986). There are different approaches to the phenomenon of risk-taking in language learning, and Mihaljević Djigunović (2002) defines risk-taking as the willingness to express complex ideas in a foreign language regardless of making mistakes. According to Oxford (1992) risk-taking interacts with many individual factors in a complex way, producing certain effects in language learning. The research has shown that risk-taking correlates negatively with anxiety (Oxford 1990, Mihaljević Djigunović 2002) and positively with foreign language achievement (Liu 2012). Shyness as an individual factor in foreign language learning involves being upset about social interactions or being frightened when communicating with others (Buss 1986). Anxiety, risk-taking and shyness can affect language learning outcomes. The main objective of the present study was to investigate the relationship between risk-taking and foreign language anxiety among students learning English, German, Spanish and Italian. The study included 242 participants (English N=62, German N=60, Spanish N=60, Italian N=60). Two research instruments were applied in the study Anxiety Scales (MacIntyre and Gardner, 1994) and Language Class Risk-taking Scale (Ely 1986). The Croatian translations of the questionnaires (Mihaljević Djigunović 2002) were administered in three institutions of higher education in Croatia. Self-perception of shyness was applied as the measure of shyness for the purpose of this study. A significant negative relationship between language risk-taking and anxiety was established in all studied groups. Statistical analyses revealed that students who were less shy felt more prepared to take risks in their use of foreign language. The findings of this research will enable foreign language teachers to gain an insight into the correlation between risk-taking and anxiety, and the correlation between risk-taking and shyness. The obtained results may have important practical implications, particularly for English, German, Spanish and Italian teachers in Croatia.

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PREVOĐENJE FRAZEMA I FRAZEMSKIH MODIFIKACIJA U SINKRONIZACIJI ANIMIRANIH FILMOVA

Prevođenje frazema, odnosno ustaljenih desemantiziranih sveza među riječima, nesumnjivo predstavlja jedan od najzahtjevnijih zadataka za prevoditelja (Vidović Bolt 2019). Taj se izazov čini još većim u slučaju frazemskih modifikacija koje uvelike odstupaju od ustaljenih ili kanonskih oblika frazema, a nastaju njihovom kreativnom prilagodbom specifičnom kontekstu s ciljem postizanja određene komunikacijske svrhe, pri čemu temeljni frazemski oblik i dalje ostaje prepoznatljiv (Marković 2013). Kada je riječ o audiovizualnim tekstovima, tada problem prevođenja frazema i frazemskih modifikacija ima dodatnu otegotnu okolnost koja proizlazi iz činjenice da značenje u audiovizualnom tekstu nastaje kao rezultat međudjelovanja verbalnog, vizualnog i auditivnog segmenta koji moraju biti u potpunosti usklađeni, odnosno sinkronizirani. S druge strane, navedena se multimodalnost audiovizualnog teksta može promatrati kao jedan od motivirajućih čimbenika u stvaranju kreativnih frazemskih modifikacija. Iako se kao optimalno rješenje u prevođenju frazema logično nameće upotreba ekvivalentnog frazema, to često nije ostvarivo zbog nepostojanja frazemskog ekvivalenta u ciljnom jeziku. U takvim je slučajevima moguće pribjeći upotrebi parafraze, doslovnom prijevodu ili kalku, izostavljanju frazema ili pak kompenzacijskoj upotrebi frazema na nekom drugom mjestu u tekstu (Baker 2011). Cilj je ovog rada analiza prijevodnih strategija primijenjenih u prevođenju engleskih frazema i frazemskih modifikacija na hrvatski i talijanski jezik na primjeru sinkronizacija animiranih filmova *The Little Mermaid*, *Finding Nemo* i *Shark Tale*. Gledanjem DVD zapisa na izvornom jeziku transkribirani su dijelovi dijaloga koji sadrže frazeme i frazemske modifikacije, a potom su transkribirani njihovi prijevodni ekvivalenti iz hrvatskih odnosno talijanskih sinkronizacija. Hrvatske i talijanske inačice odgledane su u cijelosti kako bi se identificirali i izdvojili eventualni primjeri kompenzacijske upotrebe frazema. Analizom je korpusa utvrđeno da se prilikom prevođenja engleskih frazema na hrvatski i talijanski jezik najčešće pribjegavalo upotrebi parafraza koje su u većini slučajeva bile uvjetovane nepostojanjem ekvivalentnih frazema u ciljnim jezicima. Upotreba ekvivalentnih frazema predstavlja drugu najzastupljeniju prijevodnu strategiju, a kompenzacijska se upotreba frazema u prijevodima pojavljuje tek sporadično. U konačnici, kreativne frazemske modifikacije, kao odrazi prilagodbe verbalnog segmenta živopisnom fiktivnom svijetu vizualnog segmenta, u najvećem su broju slučajeva uspješno prevedene

ekvivalentnom frazemskom modifikacijom, dok je primjena parafraze i doslovnog prijevoda zabilježena u znatno manjem broju primjera.

TRANSLATION OF IDIOMS AND IDIOM MODIFICATIONS IN THE DUBBING OF ANIMATED FILMS

Idioms are defined as fixed desemantised combinations of words and their translation is undoubtedly one of the most demanding tasks for any translator (Vidović Bolt 2019). This challenge becomes even greater in the case of idiom modifications which deviate greatly from their canonical forms due to a creative adaptation to a specific context and a specific communication purpose, though their canonical forms still remain recognisable (Marković 2013). When it comes to audiovisual texts, the problem of translating idioms and idiom modifications has another aggravating circumstance arising from the fact that the meaning of an audiovisual text derives from the interaction of verbal, visual and auditory components that must be synchronised in all aspects. On the other hand, the stated multimodality of audiovisual texts can be perceived as one of the motivating factors in the creation of idiom modifications. Although the use of an equivalent idiom appears to be the optimal solution in idiom translation, this is usually not feasible due to the non-existence of an equivalent idiom in the target language. In such cases, it is possible to resort to the translation strategy of paraphrase, literal translation or calque, omission or compensatory use of idiom elsewhere in the text (Baker 2011). The aim of this paper is to analyse the strategies applied in the translation of English idioms and idiom modifications into Croatian and Italian on the example of the dubbed versions of the animated films *The Little Mermaid*, *Finding Nemo* and *Shark Tale*. The corpus has been compiled by means of transcription of the original dialogues containing idioms and idiom modifications as well as their respective translation equivalents in the Croatian and Italian dubbings. Subsequently, the Croatian and Italian versions have been watched in their entirety in order to identify and transcribe the examples of compensatory idioms. A quantitative corpus analysis has established that Croatian and Italian translators most frequently resorted to the use of paraphrase due to the absence of equivalent idioms in the target languages. The use of equivalent idioms is the second most frequently used translation strategy, while the compensatory use of idioms in translations appears only sporadically. Ultimately, creative idiom modifications, reflecting the adaptation of the verbal segment to the vivid fictional world of the visual segment, have in most cases been successfully translated by equivalent idiom modifications, while the use of paraphrase and literal translation has been noted in far fewer examples.

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COVID 19 RELATED CHALLENGES IN CONSECUTIVE REMOTE INTERPRETING

During the Covid 19 pandemic lockdown, where the possibilities to meet face-to-face are restricted, remote communication has presented itself as a convenient solution for instance in doctor-patient consultations and police interviews. Remote interpreting (RI), where the interpreter communicates with the interlocutors via technological solutions across geographical distance, serves to enhance the availability also of trained interpreters in institutional discourse (Korak 2010).

Approaching consecutive RI in an action research mode, this paper reports on interpreting students' reflections via synchronous text-only-chats in an online classroom setting on their experiences with RI. Since the BA students already practice public sector interpreting (PSI), their reflections are on real-life experiences with RI in legal and health care settings as well as in the classroom setting.

Although professionals in need of PSI embrace the RI option, the interpreters are experiencing more challenges and stress during RI than in onsite interpreting and describe challenges with feedback signals, turn taking and information overflow (Braun & Taylor 2012, Napier et al 2018, Skaaden 2018).

The current content discourse analysis draws on chat logs from 57 hours of organized chat involving 90 students in two year-classes (2020 and 2021). All chat sessions are part of mandatory online classes where the students reflect upon their experiences with RI before and during Covid 19 in text-only-chats in the presence of a facilitator. Based on a comparison with results from previous studies on students' RI experiences, the paper addresses the question: what general and specific challenges in performing consecutive RI during the Covid 19 pandemic do interpreter students practicing in the Norwegian public sector report on?

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REŠI, ĐUSKATI, GASER ILI O SRBIZMIMA U KOMUNIKACIJI MLADIH

Ovim radom prikazat će se analiza prikupljenog korpusa žargonizama u govoru i pismu dugoreških i karlovačkih srednjoškolaca, a što je rezultat projektne nastave i suradnje dviju škola – Srednje škole Duga Resa i Tehničke škole Karlovac. Ujedno će se sinkronijskim pristupom istaknuti utjecaj srpskoga jezika na jezik mlade skupine govornika. Digitalno okruženje na ovim društvenim prostorima zasigurno utječe na oblikovanje diskursa mladih jer je jezik živa materija podložna ubrzanim promjenama društvene sredine, ali i napretku tehnologije. U posljednjih desetak godina zamjetna je popularizacija srpske *YouTube* scene (ali i ostalih društvenih mreža poput *Tik-Toka*, *Facebooka* i *Instagrama*) koja zauzima veliki medijski prostor te na taj način indirektno oblikuje jezik mladih. Radom će se dokazati promjena odnosa prema srpskom jeziku u novije vrijeme. Naime, za razliku od devedesetih godina 20. stoljeća kada su srbizmi bili jezično nepoželjni, a purističke tendencije uzrokovane izvanjezičnim čimbenicima jake, danas oni služe za iskazivanje interesa mladih i odraz su pomodnosti na društvenim mrežama, ali i u njihovu svakodnevnom govoru. Prikupljeni žargonizmi objavljeni su u digitalnoj i tiskanoj inačici rječnika te će poslužiti kao polazište za njihovu analizu deskriptivnom i korpusnom metodom. Spomenutim će se metodama pokazati da u govoru mladih, osim prevladavajućih anglizama, postoji i porast u broju prihvaćenih srbizama. Inovacije se očituju ponajviše na tvorbenoj i leksičkoj razini, ali valja istaknuti kako se često uočava i preuzimanje ustaljenih sveza riječi. Činjenica je da mladi govornici lakše prihvaćaju jezične novine u odnosu na starije govornike, a u svomu su govoru inovativniji i ekonomičniji, ponajviše u kratkim pisanim formama poput objava i komentara na društvenim mrežama, ali i korespondenciji pomoću različitih aplikacija. Zbog nedostatka novijih istraživanja utjecaja srpskoga jezika na hrvatski jezik digitalnim posredstvom, rezultati ovoga rada pridonijet će boljem razumijevanju sociolingvističkih pojavnosti na početku 21. stoljeća te otvoriti mogućnosti drugačijeg poimanja jezične stvarnosti, ali i procese jezičnog posuđivanja.

REŠI, ĐUSKATI, GASER OR ABOUT SERBISMS IN THE COMMUNICATION OF THE YOUNG

This paper presents an analysis of the collected corpus of jargon in the speech and writing of high school students from Duga Resa and Karlovac, which is the result of project teaching and cooperation between two schools - Duga Resa High School and Karlovac Technical School. At the same time, with the synchronic approach the influence of the Serbian language on the language of the younger group of speakers is highlighted. The digital environment in these social spaces certainly influences the shaping of the discourse of young people because language is a living matter susceptible not only to rapid changes in the social environment, but also to the advancement of technology. In the last ten years, there has been a noticeable popularization of the Serbian YouTube scene (and other social networks such as Tik-Tok, Facebook and Instagram), which occupies a large media space and thus indirectly shapes the language of the young. The paper will show the change in attitudes towards the Serbian language in recent times. Unlike the 1990s, when Serbisms were linguistically undesirable, and purist tendencies caused by extralinguistic factors were strong, today they serve to express the interests of young people and are a reflection of fashion on social networks, but also they serve in their everyday speech. The collected jargons have been published in digital and printed versions of the dictionary and will serve as a starting point for their analysis using the descriptive and corpus method. These methods will show that in the speech of young people, apart from the predominant English, there is also an increase in the number of accepted Serbisms. Innovations are manifested mostly on the creative and lexical level, but it should be noted that the takeover of established word combinations is often noticed. The fact is that young speakers are more receptive to language novelties than older speakers, and are more innovative and economical in their speech, mostly in short written forms such as posts and comments on social networks, but also in correspondence on various apps. Due to the lack of recent research on the impact of the Serbian language on the Croatian language through digital media, the results of this paper will contribute to a better understanding of sociolinguistic phenomena at the beginning of the 21st century, which will open possibilities for a different understanding of our linguistic reality.

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EVALUATIVNA FUNKCIJA METAFORE U INTERNETSKOM DISKURSU

U diskursnim se istraživanjima ističe da metafore služe nametanju okvira interpretacije (Hart 2008). U političkom se diskursu to očituje u korištenju metafora kao sredstva metaforičke borbe protiv drugih aktera. Primjerice, u nedavnoj razmjeni mišljenja, predsjednik je premijera nazvao nilskim konjem koji „Papa lopoče, ali ima opaku narav“ te hijenom, a sebe orlom i sokolom, što „nije lijepo“, ali „barem nije strvinar“. Premijer je odgovorio da se neće baviti basnama jer ima ozbiljnijeg posla, spominjući potres i pandemiju. Ovdje je riječ o borbi između nametanja okvira: s jedne strane, predsjednik ističe svoju interpretaciju karaktera i postupaka premijera koje ne smatra doraslim sebi i političkoj situaciji, dok premijer mijenja okvir u okvir basne, kao nečeg neozbiljnog, na taj način ističući nedoraslost predsjednika.

U ovim i brojnim drugim primjerima nametanje okvira ujedno znači i evaluaciju. U suvremenim radovima javlja se nekoliko izvora metaforičke evaluativnosti. U aksiologiji se smatra se da su predodžbene sheme koje motiviraju metafore inherentno evaluativne (Krzyszowski 1997). Tako bi se gornji primjeri disfemizama mogli tumačiti pomoću velikog lanca bića (životinje su ispod ljudi, pa je korištenje životinja za ljude negativna evaluacija). U nekim diskursnim radovima ističe se evaluativnost pojedinih riječi koji su elementi metaforičkog izraza (npr. u izrazu *naježda izbježlica* ističe se negativnost riječi *naježda*). U nekim se radovima ističe da evaluativnost prvenstveno proizlazi iz konteksta (npr. cjeloviti kontekst prepucavanja između premijera i predsjednika koji je započeo raspravama o „tvrdoj kohabitaciji“ ukazuje na negativnu evaluativnost).

U skladu s načelima „trećeg puta“ između konceptualnog i diskursnog pogleda na metaforu, u ovom ću radu pokazati da je i metaforička evaluativnost smještena između navedenih razina. Na temelju kvalitativne analize skupljenog korpusa članaka objavljenih na internetskim portalima koji se bave prepucavanjem između Milanovića i Plenkovića i ispod objavljenih komentara pokazat ću da metaforička evaluativnost proizlazi iz suodnosa lokalnih i globalnih diskursnih i konceptualnih faktora. Rezultati pokazuju da – uz potencijalni doprinos konceptualnih i diskursnih elemenata – evaluativnost u primjerima ovisi o rekontekstualizaciji (Semino, Deignan i Littlemore 2013) kao temeljnom načinu iz-

gradnje emocionalnog stila (Gammerl 2012), što je lokalni faktor koji proizlazi iz specifičnosti diskursa u digitalnom okruženju.

EVALUATIVE FUNCTION OF METAPHOR IN ONLINE DISCOURSE

Metaphors may provide frames of interpretation in discourse (Hart 2008). Thus, in politics, metaphors may be used to contest interpretations offered by other stakeholders. For instance, in a recent debate in Croatia, the Croatian President referred to the Prime Minister as a “hippopotamus ... but with a mean temper” and a “hyena”, while referring to himself as an “eagle” and “falcon”, that – “although not nice” – “at least do not feed on dead flesh”. The Prime Minister responded that he did not want to discuss animal fables, when there were more important matters, including dealing with the earthquake and the pandemic. This is a contest of framing: the President asserted his own interpretation of the character and performance of the Prime Minister, evaluating him worse than himself and incompetent, whereas the Prime Minister changed the framing to the frivolity of animal fables, pointing to the incompetence of the President.

In such examples, metaphorical framing involves evaluation, which is ascribed to different elements. For instance, in axiology, schemas motivating metaphors are considered inherently evaluative (Krzyszowski 1997), whereby the dysphemisms above could be based on the Great Chain of Being. Some studies identify evaluativity of individual words in a metaphorical expression (e.g., the negativity of *invasion* in *invasion of refugees*). Other scholars see context as the primary source of evaluativity (thus, the negative evaluativity of metaphors above hark back to the political rivalry between the President and the Prime Minister).

The aim of this paper is to show that metaphorical evaluativity lies between these levels. I will present a qualitative analysis of articles published on news portals that deal with the dispute between the Prime Minister and the President, as well as reader comments below. The results show that metaphorical evaluativity lies in an interplay of local, global, discursive and conceptual factors. Specifically, along with the potential contribution of conceptual and discursive elements, evaluativity relied on recontextualization (Semino, Deignan, and Littlemore 2013) as a basic principle of building an emotional style (Gammerl 2012), i.e. on a local factor brought about by the characteristics of online discourse.

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MOBILNO UČENJE U NASTAVI ENGLSKOG KAO STRANOG JEZIKA

Nezaustavljiv i konstantan napredak u tehnologiji utječe i na neizbježne promjene u načinima i metodama poučavanja, ali i učenja. Nove generacije koje karakterizira mobilnost i kojima su informacije vrlo lako dostupne zahtijevaju nove trendove u odgojno-obrazovnom procesu. Jedan je od tih trendova mobilno učenje, koje je mladima dostupno svugdje i u bilo koje doba. Prema tome, znanstveno je i pedagoški opravdano istražiti implementaciju i evaluaciju takve nove metode poučavanja, i to posebice u nastavi stranog jezika. Pod mobilnim učenjem podrazumijevaju se svi oblici učenja, koji se odnose na mobilne uređaje i bežični internet. Takvo učenje posredstvom suvremenih tehnologija učenicima bi olakšalo stjecanje novih spoznaja, te istovremeno može unaprijediti i ubrzati osobni i socijalni razvoj učenika. Zbog različitih mogućnosti koje pruža mobilno učenje povećava se i složenost njegove implementacije i provedbe u nastavi engleskog jezika kao stranog jezika, posebice u doba neizvjesnosti kao što su uvođenje nastave na daljinu umjesto tradicionalne nastave u učionici zbog iznenadne pandemije širom svijeta. Iako se mobilno učenje vrlo često uzima s rezervom jer ga se smatra ometajućim čimbenikom u nastavi stranog jezika (Aldrich 2017), sve je zastupljeniji afirmativan stav o mobilnom učenju stranog jezika (Mobile Assisted Language Learning, MALL) (Zhang, Cristol 2017).

U radu se analiziraju rezultati istraživanja nastavnika engleskog jezika u srednjim strukovnim školama Osječko-baranjske županije o stavovima o mobilnom učenju dobivenih anketom na uzorku od 100 pristupnika. Oni upućuju na činjenicu da se korištenjem digitalnih medija u nastavi mijenjaju didaktičko-metodičke metode i pristupi u učenju engleskog jezika, posebice u srednjoškolskom obrazovanju. S obzirom na nedostatnost istraživanja multimedijско-didaktičkog strukturiranja mobilnog učenja u nastavi stranog jezika u Hrvatskoj, ovo će istraživanje pridonijeti boljem razumijevanju te problematike, ali i ponuditi moguća rješenja u osmišljavanju inovativnih metoda u nastavi engleskog jezika s aspekta mobilnog učenja.

MOBILE LEARNING IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

Unstoppable and constant advances in technology affect the inevitable changes in the ways and methods of teaching, but also of learning. New generations of students are characterized by mobility and for them information is very easily accessible, which requires the introduction of some new trends in the educational process. One of these trends is mobile learning, which is available to young people everywhere and at any time.

Therefore, it is scientifically and pedagogically justified to investigate the implementation and evaluation of such a new teaching method, especially in foreign language teaching. Mobile learning subsumes all forms of learning which refer to mobile devices and wireless internet. Such learning through modern technologies would make it easier for students to acquire new knowledge, and at the same time improve and accelerate the personal and social development of students.

Due to the various opportunities provided by mobile learning, the complexity of its implementation and implementation in teaching English as a foreign language increases almost exponentially. It has become particularly obvious in times of uncertainty such as the introduction of distance learning instead of traditional classroom teaching due to a sudden pandemic around the world. Although mobile learning is very often taken with some reserve because it is considered a disruptive factor in foreign language teaching (Aldrich 2017), the affirmative attitude about mobile foreign language learning (MALL) (Zhang, Cristol 2017) has become increasingly prevalent.

The paper analyzes the results of a survey of English language teachers in secondary vocational schools in the Osijek-Baranja County on attitudes towards mobile learning obtained on a sample of 100 applicants. They point to the fact that the use of digital media in teaching is changing didactic and methodological methods and approaches in learning English, especially in secondary education. Given there is lack of research on multimedia-didactic structuring of mobile learning in foreign language teaching in Croatia, this research will contribute to a better understanding of this issue, but also offer possible solutions in designing innovative methods in teaching English from the aspect of mobile learning.

Ivana Škevin Rajko i Ivana Bilandžija

Sveučilište u Zadru

LINGUISTIC LANDSCAPE OF THE HISTORIC CENTER OF ZADAR

This paper undertakes an analysis of the linguistic landscape of the Zadar peninsula. Our assumption is that the linguistic landscape of Zadar historic center, being a frequently visited tourist destination, is adapted to the tourist demands and affected by globalization. In order to conduct the research, a corpus consisting of 582 public signs was collected by photographing the signs in question during the period from June to September 2019. The heterogeneity of the corpus required a combination of the qualitative and quantitative approach to data analysis in order to offer the most complete insight into the multilingual character of the area where the data were collected.

The results of the research have shown that the linguistic landscape of the old town of Zadar is generally adapted to the needs of the foreign visitors. More than 90% of the public texts addressing tourists are bilingual. The most prevalent among foreign languages in the *bottom-up* category is English. Namely, the frequent use of the English language within the linguistic landscape of the old town supports the generally accepted view of English as a global language. However, the research has shown a low degree of public text adaptation where visitors from German-speaking areas are concerned, which is unexpected considering the fact that they make up more than 27% of the total number of foreign visitors.

The analysis of the collected data indicates that the residents of Zadar successfully resist the influence of globalization in terms of naming their own respective businesses. The standard variety of the Croatian language, as well as its regional varieties, make up the majority of both categories which were analyzed quantitatively, with the sole exception of the names of the accommodation facilities, where English is prevalent due to their strong focus on tourism.

Ivana Špiranec

Tehničko veleučilište u Zagrebu

NAZIVLJE U PROSTORU I PROSTOR U NAZIVLJU

Na temelju analiziranog prigodnog korpusa odabranih znanstvenih tekstova iz *online* časopisa *Journal of Construction Engineering and Management* (2021) koji je dopunjen primjerima iz nastavne prakse, uočeno je da na konstruiranje značenja nekih engleskih naziva iz građevinarstva utječe međudjelovanje sljedećih kognitivno-lingvističkih fenomena:

1. prototipnost (Rosch 1978, Žic Fuchs 1991) je esencijalna karakteristika naziva te spona između općih i stručnih znanja, npr.: *term – long-term cost savings*. Analiza je pokazala da se kategorija vremena može pojmiti kao linearno gibanje kroz prostor.

2. kognitivni mehanizmi kao što su metafora, metonimija i idealizirani kognitivni model nezaobilazni su u obradbi značenja kreativnih terminoloških složenica (Reka Benzes 2006), npr. *bulldozer, widow's walk, salmon brick*.

3. mentalne slike od kojih su najbrojnije vizualne variraju od statičnih (npr. *standpoint*), do onih u pokretu (npr. *butterfly roof*) pa sve do dinamičnih (npr. *caterpillar vehicle*). Istraživanje je pokazalo da su one često u podlozi značenja veznih sredstava (npr. *in that light*), predvidljivih sekvenci (npr. *provide insight, in-depth research*) te prefabriciranih izraza (npr. *to go back to, in a nutshell*) u kojima trodimenzionalnost apstraktnosti prostora dolazi do izražaja.

Vizualne mentalne slike tek se u diskursu mogu razdijeliti od taktilnih, npr.: *He pointed out, We've flipped the power switch, Handling data is*. Nadalje, rečenični diskurs čini prostor vidljivim i opipljivim, tj. katkad se miješa vizualno i taktilno, npr.: *a scaled-down replica of a concrete castle in one-piece structure, projects were realized using a 3D printer suspended from a gantry*. Naposljetku, diskurs je ključan za razlikovanje doslovnog od figurativnog značenja naziva, npr.: *We are forging ahead with the electrification, On the road to solutions, Technology can accelerate, Sprinting toward a better life*.

Zaključno se može istaknuti da su konceptualne metafore PROGRESS IS MOTION, KNOWING IS SEEING također ključne u izvođenju značenja većine naziva koje u podlozi sadrže vizualne mentalne slike.

TERMINOLOGY IN SPACE AND SPACE IN TERMINOLOGY

Based on a corpus scientific articles selected from the online Journal of Construction Engineering and Management (2021) and enriched with examples from the classroom, it has been noticed that the construction of meaning of some English terminology from the field of civil engineering is influenced by an interaction of the following cognitive linguistic phenomena:

1 Prototypical nature of terminology (Rosch 1978, Žic Fuchs 1991) is an essential feature of terminology and enables the link between general and specialized knowledge, e.g. term – long-term cost savings. The analysis has shown that the category of time can be conceptualized as a linear motion through space.

2 Cognitive mechanisms such as metaphor, metonymy and idealized cognitive models have proven unavoidable in processing the meaning of creative terminological compounds (Benczes 2006), e.g. bulldozer, widow's walk, salmon brick.

3 Mental images, especially the most numerous subtype – visual ones – vary from static (e.g. standpoint), and those in motion (e.g. butterfly roof), to dynamic ones (e.g. caterpillar vehicle). Research has shown that they underlie the meanings of some linking words and phrases (e.g. in that light), chunks (e.g. provide insight, in-depth research), and prefabricated chunks (e.g. to go back to, in a nutshell), and at times also highlight the three-dimensional nature of abstract space.

In discourse, visual mental images are more clearly distinguished from the tactile ones (e.g. He pointed out, We've flipped the power switch, Handling data is). Furthermore, examples in sentences make the category of space visible and tactile, blurring the line between these two senses (e.g. a scaled-down replica of a concrete castle in one-piece structure, projects were realized using a 3D printer suspended from a gantry). Finally, the discourse is critical to distinguish figurative meaning from the literal one (e.g. We are forging ahead with the electrification, On the road to solutions, Technology can accelerate, Sprinting toward a better life).

It can be concluded that conceptual metaphors PROGRESS IS MOTION; KNOWING IS SEEING have also proven relevant for deducing the meaning of the analysed terminology that contains visual mental images.

Mateja Šporčić, Stjepan Lacković i Marina Baralić

Veleučilište s pravom javnosti Baltazar Zaprešić, Alma Mater Europaea

BIG DATA RESURSI U ISTRAŽIVANJU METAFORA

Big data baze podataka danas se izrađuju u razne komercijalne svrhe, a informacije koje se dobivaju služe za istraživanja u različitim primijenjenim disciplinama. Za potrebe odnosa s javnostima i medijskih istraživanja baze se podataka kreiraju na temelju pisanih i govorenih objava u tisku, na radiju, TV-u, na društvenim mrežama i u digitalnim medijima.

Cilj je ovoga izlaganja podijeliti iskustva o tome kako velike baze podataka novinskih članaka objavljenih u digitalnim medijima na hrvatskom jeziku mogu osigurati empirijski temelj za potrebe jezikoslovnih istraživanja, točnije istraživanja metafora korištenih u medijskom diskursu. U ranije provedenom medijskom istraživanju utemeljenom na velikoj bazi podataka medijskih objava nastojalo se identificirati najčešće korištene konceptualne metafore u komuniciranju krize uzrokovane pandemijom koronavirusa (ožujak 2020. – travanj 2021.) i potresom u Petrinji (krajem 2020. godine) i objasniti njihovu ulogu u medijskoj komunikaciji (Lacković, Šporčić i Baralić, neobjavljeno).

Na temelju tih iskustava u ovom se izlaganju predlaže moguća metodologija istraživanja konceptualnih metafora na hrvatskom jeziku utemeljenih na *big data* bazama podataka. Upitom u bazu tekstualnih podataka po ključnim riječima jezičnog izraza ciljane domene računalnim se kodiranjem kreira korpus u kojem će se tražiti metaforični izrazi, i to tako što se postavljaju daljnji upiti na temelju ključnih riječi za koje istraživač pretpostavi da bi mogle biti dio jezičnog izraza izvorne domene. Rezultati takve pretrage daju, naravno, veliku količinu jezičnog materijala u kojem se traženi izraz pojavljuje u svojem doslovnom značenju ili u odnosu na neku drugu ciljanu domenu, stoga je potrebno dobiveni materijal kodirati, odnosno „ručno analizirati“ kako bi se izdvojili metaforični izrazi i označile konceptualne metafore. Ishod cijelog procesa jest dobiven velik broj primjera metaforičnih izraza stvarno uporabljenih u korpusu omeđenom tematski i funkcionalno, odnosno u jeziku medija, na temelju kojih je moguće dalje analizirati učestalost metaforičnih izraza, utvrditi metaforične obrasce te gramatičke varijacije. Rezultati opisane analize naposljetku se predstavljaju na primjeru metaforičke konceptualizacije sadržaja vezanih uz koronavirus i potres u Petrinji.

BIG DATA RESOURCES IN THE STUDY OF METAPHORS

Big data databases are created for various commercial purposes and the use of the retrieved information is widespread in various applied disciplines. Databases containing written and spoken print, radio, TV, social and digital media publications are created for the purposes of public relations and media research.

The objective of this talk is to share experiences on how big data databases of news articles published in digital media in the Croatian language can provide an empirical basis aimed at linguistic research, namely the study of metaphors employed in the media discourse. In the previously conducted research based on a big data database of media releases, an attempt was made to identify the most commonly used conceptual metaphors in communicating the crisis caused by the coronavirus pandemic (March 2020 – April 2021) and Petrinja earthquake (end of 2020) and to explain their role in media communication (Lacković, Šporčić & Baralić, unpublished).

Based on those experiences, in this talk we suggest a possible research methodology of conceptual metaphors in the Croatian language in relation to the big data databases. First, a query in the textual database is made by using keywords of the linguistic forms of the target domain. Next, a corpus is created via computer coding, which can subsequently be searched for metaphorical expressions. A more extensive search is then conducted by making further queries based on keywords that are assumed to be part of the linguistic form of the source domain. The results of such a lookup provide a substantial amount of language material in which the examined form appears in its literal meaning, or related to some other target domain. The obtained material, therefore, needs to be coded and “manual analysis” needs to be carried out, so that metaphorical expressions can be extracted and conceptual metaphors labelled. The result of the entire process yields a considerable amount of metaphorical expressions employed in a corpus that is defined by its topic and function, namely in the language of the media. Based on this, it is possible to make an in-depth analysis of the frequency of metaphorical expressions and to determine metaphorical patterns and grammatical variations. The findings of the described analysis are finally presented on an example of metaphorical conceptualisation of coronavirus and Petrinja earthquake related content.

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SOCIOFONETSKI PRISTUP NAGLASNIM DVOSTRUKOSTIMA

Naglasna norma hrvatskoga standardnog jezika česta je tema jezikoslovnih polemika i kao takva smatra se jednom od najvarijabilnijih normi hrvatskoga jezika. Problemi kodificiranja ortoepske norme primjer su napetosti između kodificiranoga varijeteta i jezične uporabe (Mićanović 2004), koje uočavaju i prosječni govornici hrvatskoga jezika (nestručnjaci). Složenost naglasnoga sustava hrvatskoga jezika, kao i jezični te nejezični čimbenici tijekom dosadašnjega razvoja i mijena hrvatskoga jezika oblikovali su ortoepsku normu na nedosljedan način. Zbog čestih nepoštivanja ili nemogućnosti poštivanja naglasnih pravila pojavile su se dublete i triplete, supostojanje dvaju ili triju naglasnih inačica na jednoj riječi, odnosno naglasne dvostrukosti/trostrukosti. U provedenom istraživanju ispitivao se sociofonetski pristup naglasnim dvostrukostima u hrvatskome jeziku. Korpus je uključivao 66 riječi (imena država, toponimi, imenice koje završavaju na *-ost*, *-or*, *-ija*, *-ski* te ostale riječi) koje su u ukupno sedam rječnika hrvatskoga jezika i naglasnome priručniku u statusu dubleta (132 verificirane naglasne inačice), a dodano im je 26 neverificiranih naglasnih inačica čestih u javnome govoru (ukupno: 158 naglasnih inačica). Materijal od 158 naglasnih inačica čitao je fonetičar stručnjak, a snimke su verificirala druga dva fonetičara stručnjaka. Govorni je materijal snimljen u akustičkome studiju Filozofskoga fakulteta u Zagrebu visoko kvalitetnom opremom. Nakon montaže zvuka u prostorijski sa sniženom razinom buke provedeno je perceptivno istraživanje kojim su ispitanice preferencije s obzirom na različitu vrstu i mjesto naglaske. Ispitanici (N=30) su bili podijeljeni u dvije skupine: prosječne govornike hrvatskoga jezika te polustručnjake (studente diplomskih studija fonetike, hrvatskoga jezika i književnosti te lingvistike). Rezultati istraživanja pokazali su da najčešća odstupanja od naglasne norme uključuju silazne naglaske na nepočetnim slogovima višesložnih riječi (dugosilazni naglasak na unutarnjem slogu kod imenica koje završavaju na *-ost* i *-or*, toponima i imena država). Radom su utvrđene najpoželjnije naglasne inačice, koje su prema stavovima ispitanika dobile najviše ocjene, od kojih neke u rječnicima i naglasnome priručniku još uvijek nisu u statusu dublete ili triplete.

A SOCIOPHONETIC APPROACH TO ACCENT DOUBLETS

The Croatian accent norm is a frequent topic of linguistic discussions and as such it is considered as one of the most variable norms in Croatian. Codification problems of orthoepic norm serve as an example of strong relations between the codified variety and linguistic usage (Mićanović 2004), which are perceived even by the average speaker of Croatian language (laic). The complexity of the accent system in Croatian language, as well as linguistic and non-linguistic factors during language development and changes, have formed the orthoepic norm in non-consistent way. Because of frequent nonperforming or impossibility of performing accent rules, doublet and triplet accent forms appeared (coexistence of double / triple accent varieties of one lexical word). In this study, sociophonetic approach to accent doublets in Croatian language has been examined. The corpora included 66 words (names of countries, toponyms, nouns that ends in -ost, -or, -ija, -ski and other) which are in seven dictionaries and accent handbooks of Croatian language in doublet status (132 verified accent varieties), with additional 26 non-verified accent varieties often used in public speech (a total of 158 accent varieties). The material consisting of 158 accent varieties was read out by an expert phonetician, and these recordings have been verified by two additional expert phoneticians. The speech material has been recorded in a studio for acoustic recordings at the Faculty of humanities and social sciences in Zagreb with high quality sound-recording devices. After sound editing, there a perceptive research of preferences regarding different place and type of accent was done in room with low level of noise. Data subjects (N=30) were divided in two subgroups: average speakers of Croatian language and half-experts (students of MA in phonetics, linguistics, Croatian language and literacy). The results of the conducted research showed that most frequent divergence of accent norm includes long falling accent at non-beginning syllables (falling accent at inner syllables in nouns that end in -ost and -or, toponyms and names of countries). In this study the most preferable accent varieties have been identified. These varieties got the highest scores, although some of them have not yet attained the doublet or triplet status in dictionaries and accent handbooks of the Croatian language.

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ZAŠTO I KAKO PSUJEMO MATER

Pisanje o psovkaama svojevrsni je tabu hrvatskih lingvista. Status koji psovke imaju u jeziku, nemogućnost da ih se sustavno analizira i do kraja, jednoznačno definira ostavlja ih nedovoljno istraženim jezičnim fenomenom. Ipak, psovke su važnim dijelom govornog jezika i svakodnevno smo im izloženi pa je potreba za teorijskom obradom tog fenomena neizbježna.

Psovke koje uključuju lik majke (*mati, majka, mama* itd.) smatram čestim pojavnim oblikom psovki koje su duboko ukorijenjene u kulturu i psovački jezik našeg naroda. Zašto Hrvati psuju majku, koja je vrijednost majke u zajednici i kakav je odnos psovke prema toj vrijednosti tema su ovog rada koji se oslanja na tezu da psovka omogućava rekonstrukciju sustava vrijednosti nekog društva, tabue, mitove i druge kulturološke komponente te zajednice (Badurina, Palašić 2020).

Osim terminološkog problema psovke kojeg ću se dotaknuti u radu, pokušat ću induktivnom metodom, sintagmatskim pregledom i uključivanjem kontekstualnih čimbenika uputiti na moguće funkcije, osim primarne vrijeđalačke, koje psovanje majke može imati.

U analizi društvene vrijednosti lika majke te formalnih obilježja i komunikacijskih funkcija psovki koje je uključuju od koristi su mi postavke psiholingvistike i pragmalingvistike. Opisan teorijski pogled predstavljam na primjeru psovki koje uključuju lik majke obuhvaćenih korpusom *Croatian Adult Spoken Language (HrAl)*.

HOW AND WHY WE CURSE MOTHER

Writing about curse words is a sort of taboo among Croatian linguists. The status they've been given, the inability to systematically analyze and define them completely, unequivocally — all this makes them an insufficiently researched linguistic phenomenon. Nevertheless, curse words are an important part of spoken language to which we are exposed daily, which is why examining them from a theoretical standpoint is of great importance.

I find curse words containing the figure of the mother (*mati, majka, mama* etc.) to be a frequent phenomenon, one deeply ingrained in the culture and swearing language of our people. Why do Croats curse their mothers, what is the value of mothers in our community and what is the relation between that value and curse words? These are the questions posed in this paper, which relies on the premise that swear words allow the reconstruction of a society's system of values, as well as its taboos, myths and other cultural components (Badurina, Palašić 2020).

Besides the terminological issue of the swear word, which will be touched upon in the paper, I will attempt to indicate other possible functions of swear words (other than disparagement) through inductive reasoning, syntagmatic overviews and the inclusion of contextual factors.

I find the frameworks of psycholinguistics and pragmalinguistics to be particularly useful in analyzing the societal value of the mother, as well as the formal features and communicative functions of swear words in which she features. This theoretical position is examined on a corpus of swear words featuring mothers collected in the *Croatian Adult Spoken Language Corpus (HrAL)*.

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IZAZOVI U UČENJU I POUČAVANJU HRVATSKOGA KAO NASLJEDNOGA JEZIKA

Prema podacima Državnog zavoda za statistiku najpopularnija iseljenička zemlja za Hrvate već je desetljećima Njemačka u kojoj živi najbrojnija hrvatska dijaspora u Europi. U Njemačku Hrvati počinju organiziranije i intenzivnije iseljavati 60-ih godina prošloga stoljeća, i to prije svega zbog ekonomsko-političkih razloga. Trend iseljavanja Hrvata u Njemačku nastavio se i u 21. stoljeću, osobito nakon otvaranja granica ulaskom Hrvatske u Europsku uniju 2013. Dok su sredinom prošloga stoljeća u Njemačku uglavnom iseljavali samci, pretežito radno sposobni muškarci, u novije vrijeme iseljavaju parovi, odnosno cijele obitelji. Ta promjena u karakteru i strukturi iseljavanja uvjetovala je i sve veći broj tzv. nasljednih govornika. Riječ je o posebnoj skupini govornika koja u multikulturalnoj i vižejezičnoj zajednici u kojoj živi materinski jezik nasljeđuje od svojih predaka, najčešće roditelja. Iako nasljedni govornici materinski jezik najčešće usvajaju u spontanim situacijama u krugu obitelji, određeni broj njih materinski jezik uči svjesno i planski – pohađanjem škola ili raznih tečajeva.

Sustavom Hrvatske nastave u inozemstvu hrvatsko Ministarstvo znanosti i obrazovanja omogućilo je institucionalno učenje i poučavanje hrvatskoga kao nasljednoga jezika u nizu zemalja u kojima žive i rade Hrvati. Tako se, primjerice, trenutačno nastava hrvatskoga jezika i kulture u Njemačkoj organizira na 165 nastavnih mjesta na kojima radi 40-ak nastavnika.

U ovome ćemo radu analizirati specifičnosti učenja i poučavanja hrvatskoga kao nasljednoga jezika u Njemačkoj te izazove s kojima se susreću nastavnici u svo- me radu, ali i polaznici nastave. Za potrebe rada provedeno je istraživanje među trima skupinama: roditeljima, djecom koja pohađaju nastavu hrvatskoga jezika i kulture te nastavnicima. Istraživanje je pokazalo da roditelji i djeca s jedne strane, te nastavnici s druge strane, na različite načine gledaju na mogućnost pohađanja nastave i učenja hrvatskoga jezika, na njene ciljeve, kao i realizaciju kurikulom predviđenih ishoda. Istraživanjem su također identificirane određene teškoće s kojima se u učenju i poučavanju hrvatskoga kao nasljednoga jezika susreću dionici nastavnoga procesa – učenici i nastavnici – čijim bi se otklanjanjem nastava bitno unaprijedila, a samim time i ciljevi i ishodi učenja lakše dosegli.

CHALLENGES IN THE TEACHING AND LEARNING OF CROATIAN AS A HEREDITARY LANGUAGE

For several decades, the most popular immigration country for Croatians has been Germany, according to the Croatian Bureau of Statistics. Croatians started immigrating to Germany in a more organized and intensive manner in the 1960s, primarily due to economic and political reasons. This trend of Croatian immigration to Germany continued in the 21st century, particularly following the joining of Croatia to the European Union in 2013. While during the middle of the 20th century the majority of immigrants to Germany were single people, mostly male workers, this has recently changed and now couples and families with children are relocating. This change in the character and structure of immigration has caused an increase in the number of so-called *hereditary speakers*. This is a special group of speakers that inherit their mother tongue from their ancestors, mostly parents, while living in a multicultural and multilingual community. Although hereditary speakers mostly acquire their mother tongue through informal situations, within their families, a certain number of them are making a conscious and planned effort to learn their mother tongue – by attending schools or various courses.

Through the system of Croatian education abroad, the Croatian Ministry of Science and Education made it possible to institutionally learn and teach Croatian as a hereditary language in a series of countries where Croatians live and work. For example, at this moment, the teaching of the Croatian language and culture is organized in 165 locations and some 40 teachers are employed.

This paper will analyze the specificities of learning and teaching Croatian as a hereditary language in Germany and the challenges encountered by the teachers and students. For the purposes of this paper, an investigation was conducted among three groups of participants: parents, children who attend Croatian language and culture classes, and teachers. The investigation has shown that the views of parents and students greatly differ from the views of teachers where the possibility of attending classes and learning Croatian language, its goals and the realization of outcomes as defined by the curriculum are concerned. Also, the analysis identified certain problems whose mitigation would lead to great improvement of the teaching process and easier acquisition of the goals and outcomes of learning.

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RETORIČKI UNBOXING: ANALIZA RETORIČKIH TEHNIKA U DIGITALNOM OGLAŠAVANJU

Jedan od novijih marketinških oblika oglašavanja pod nazivom *unboxing* (video u kojem se prikazuje otpakiravanje proizvoda), od prvog službenog pojavljivanja 2006. godine do danas, promaknuo se među popularnije žanrove na digitalnoj platformi Youtube (Mowlabocus 2018). Forma je u međuvremenu migrirala i na digitalnu platformu Instagram gdje je početkom 2021. godine 2,1 milijun snimaka označeno oznakom *unboxing*, te uključuje sadržaj koji prikazuje uglavnom jednu osobu koja slijedeći jednostavan scenarij prvi put otvara kutiju s nekim proizvodom ili proizvodima i pokušava što vjernije gledateljima prenijeti osjećaje koje prvi susret s predmetom u njoj pobuđuje. Za ovaj je žanr karakterističan visoki stupanj generičnosti što pak otežava postizanje atraktivnosti. Zato se, između ostaloga, digitalni autori služe brojnim retoričkim tehnikama koje doprinose pobuđivanju interesa kod publike, uz minimalno narušavanje ustaljene strukture forme.

U radu se, stoga, istražuju retoričke tehnike koje stvaratelji takvih sadržaja koriste kako bi privukli i zadržali pozornost publike. Za provedbu istraživanja analizirano je 60 snimaka na hrvatskom jeziku, emitiranih i snimljenih uživo tijekom 2021. godine koje su i dalje dostupne na Instagramu. Za usporedbu retoričkih tehnika odabrani su digitalni autori, govorni neprofesionalci, koji promoviraju proizvode iste kompanije kako bi se dobila homogena skupina i usporedile govorne izvedbe i njihov utjecaj na slušatelje. Snimke su transkribirane i utvrđeni su kriteriji za kodiranje materijala te je ono provedeno kao bi se identificirale konvencije žanra. Rad prvenstveno analizira retorički dizajn govorne izvedbe (Škarić 2008, Zannes i Goldhaber 1983): u uvodu se analiziraju načini pozdravljanja, oslovljavanja, stvaranja naklonosti s publikom i pobuđivanje interesa za sadržaj. U glavnom se dijelu analiziraju strategije kojima je cilj zadržati naklonost gledatelja jer je preliminarna analiza materijala pokazala da interes za ovakav tip sadržaja pada vrlo brzo nakon uvoda. U zaključnom se dijelu analiziraju načini zaključivanja teme – efektni završetak i/ili ispirka i zahvala. Istraživanje uključuje analizu percepcije koja pokazuje kako ciljana skupina evaluira pojedine elemente govorne izvedbe.

RHETORICAL UNBOXING: ANALYSIS OF RHETORICAL TECHNIQUES IN DIGITAL ADVERTISING

Unboxing videos (videos showing the unpacking of products) are one of the newest forms of advertising. Since its first official appearance in 2006 until today it has been among the most popular genres on the digital platform Youtube (Mowlabocus 2018). In the meantime, the form has migrated to the digital platform Instagram, where at the beginning of 2021, 2.1 million images were marked with the unboxing tag. Unboxing videos show mostly one person who opens a box with a product or products for the first time. Following a simple scenario, the person tries to convey to the viewers the feelings that the first encounter with the object arouses in her. This genre is characterized by a high degree of genericity, which in turn makes it difficult to achieve attractiveness. That is why, among other things, digital authors use a number of rhetorical techniques that contribute to arousing interest in the audience, with minimal disruption of the established structure of the form.

The paper explores the rhetorical techniques used by the creators of such content to attract and retain the attention of the audience. A total of 60 recordings in the Croatian language, broadcasted and recorded live during 2021 were analyzed. Digital authors who promote the products of the same company were analyzed to compare the rhetorical techniques they use. The recordings were transcribed and criteria for coding of the material were established to identify genre conventions. The paper primarily analyzes the rhetorical design of speech performance (Škarić 2008, Zannes and Goldhaber 1983): the introduction analyzes greetings, addressing, ways of creating affection and arousing interest in the content. The main part analyzes strategies aimed at maintaining the viewer's attention since the preliminary analysis of the material showed that viewers rapidly lose interest in this type of content. The final part analyzes the ways of concluding the videos. The research includes an analysis of perception that shows how the target group evaluates individual elements of speech performance.

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STUDENTS' IDENTIFICATION OF DIFFERENT ENGLISH VARIETIES IN THE DIGITAL ERA

Today's technology allows quick and easy communication with speakers from a variety of language backgrounds, and the communication of online participants is predominantly in English. Although much is already known about the attitudes of Croatian students towards their own English pronunciation (Stanojević and Josipović-Smojver 2011), there has been little research regarding students' attitudes towards varieties of English and their identification. Previous studies (Drljača Margić & Širola 2014, Paunović 2009,) have shown that students consider "Southern English" / "British" English to be more prestigious than "American" English, but when compared to other varieties, these varieties are still connected with more positive attitudes, such as "correct" or "standard", than other varieties of English.

The research set out to discover not only the attitudes of students towards different varieties, but also how well students can identify individual speakers of different regional and ELF accents of English. The study was conducted on 68 first-year English students who completed an anonymous questionnaire consisting of differential scales for various traits in the dimensions of social prestige, closeness, personal integrity, as well as intelligibility and geographical identification.

Our preliminary results show that students have attributed the most positive traits to the speaker of "Southern English" and the most negative ones to the speaker from Birmingham. As for the accent identification, the students were the most successful in recognizing the speaker from Croatia and had the most problems identifying the speaker from Northern Ireland. The results implicitly show that the introduction of new university courses, which would help students expand their awareness of language varieties, could potentially lead to greater acceptance and identification of different varieties of English language.

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POLITIČKA RETORIKA ZORANA MILANOVIĆA U DIGITALNOM OKRUŽJU KROZ PRIZMU LOGOSA, PATHOSA I ETHOSA

Društveni su mediji postali iznimno važan izvor vijesti i informacija, i to ne samo općih nego i političkih. „Digitalno doba” i „doba društvenih medija” (Enli 2017) stvorilo je uvjete za brzo i jednostavno dijeljenje i širenje informacija, omogućujući političarima da izravno komuniciraju s publikom/ljudima istodobno zaobilazeći prethodno obvezne uredničke medije. Društveni mediji poput Facebooka i Twittera omogućuju da pojedinac, u ovom slučaju političar, a ne politička stranka, istakne sebe i svoje karakteristike, šireći time „političku arenu za pojačanu personaliziranu kampanju” (Enli i Skogerbø 2013: 1). Dugotrajni procesi koji se odvijaju u digitalnom svijetu, a u koje se ubrajaju i društveni mediji, doveli su do toga da je politička komunikacija sve više usmjerena na osobnosti i individualne osobine političara, a sve manje na program stranke koju taj političar predstavlja. Tijekom posljednjih nekoliko godina hrvatski javni politički diskurs također pokazuje naznake navedenih promjena. Istraživanja upućuju na to da se hrvatski političari koriste agresivnom retorikom da bi dodatno potaknuli političku i društvenu polarizaciju, da su isključivi u svom izričaju, „da su skloni vrijeđanju protivnika, prebacivanju bitnih tema u nevažne sporove te da, naposljetku, ne doprinose raspravi i rješavanju problema” (Kišiček 2021: 2). Predsjednik Republike Hrvatske Zoran Milanović dugogodišnji je političar kojega karakterizira specifičan javni govor, a često i kontroverzan politički diskurs.

Cilj je ovog istraživanja analizirati retoriku predsjednika Zorana Milanovića kroz prizmu logosa, ethosa i pathosa u digitalnom okružju, ali i pokušati dati odgovore na pitanje u koju se svrhu koristi društvenim medijima kao sredstvom političke komunikacije. Kvalitativno istraživanje provedeno je analizom sadržaja Milanovićevih objava na njegovu profilu na Facebooku tijekom dva mjeseca, a u istraživanje su uključene i objave iz dnevnih tiskovina. Rezultati pokazuju da Milanović često uporabljuje objave da bi diskreditirao ethos političkih protivnika, ali isto tako i da se sve veći broj Milanovićevih objava može usporediti s objavama bivšega američkog predsjednika Donalda Trumpa. Njegova je kandidatura za američkog predsjednika pokrenula nov trend u političkoj komunikaciji, tzv. *amaterizam* (Enli 2017: 59) u objavama na društvenim medijima, čime osoba dobi-

va na autentičnosti u odnosu na tradicionalno mnogo doradenije profesionalne kampanje. Društveni mediji nov su način izgradnje imidža kandidata, a ovakav „amaterski stil” ophođenja može biti rezultat spontanosti osobe, ali i promišljenja strategija.

THE POLITICAL RHETORIC OF PRESIDENT ZORAN MILANOVIĆ THROUGH THE PRISM OF LOGOS, ETHOS AND PATHOS IN THE DIGITAL ENVIRONMENT

Social media have become an increasingly important source not only of news in general, but of political news in particular. The start of the ‘digital era’ and the ‘era of social media’ (Enli, 2017) has facilitated sharing and diffusion of information, allowing the politicians to directly communicate with the audience/people and thus bypassing the previously mandatory editorial media. Social media like Facebook and Twitter place the focus on the individual politician rather than the political party, enabling each individual to present their personalities, characteristics and personal traits. These media represent the perfect place to expand ‘the political arena for increased personalized campaigning’ (Enli i Skogerbø, 2013: 1). Over the last few years Croatian political discourse has been shifting towards displaying some of the aforementioned features. Research shows that Croatian politicians use aggressive rhetoric in order to show political and social polarization and ‘are prone to insult their opponents, to turn topics into irrelevant disputes and, in the end, do not contribute to the discussion and problem solving’ (Kišiček, 2021:2). The President of the Republic of Croatia Zoran Milanović has been present in the political arena for many years now, and his public speech is often characterized by controversial political discourse.

The aim of this research is to analyze the rhetoric of President Zoran Milanović through the prism of logos, ethos and pathos in the digital environment, but at the same time to answer to what purpose he uses social media as a tool for political communication. The research design was qualitative, aiming to analyze not only the content of Milanović’s posts on his Facebook profile, but as well written statements taken from the most relevant internet news portals during two-month period. The results show that Milanovic often uses his posts to discredit the ethos of political opponents, but also that an increasing number of his posts can be compared to those of the former US President Donald Trump. His candidacy for the American president launched a new trend in political communication, the so-called ‘*amateurism*’ (Enli, 2017: 59) in social media posts that gives a

person authenticity when compared to traditionally much more polished professional (social media) campaigns. Social media represents a new opportunity to build the image of a candidate, and this “amateur style” of communication can be either the result of a person’s spontaneity or a deliberately planned strategy.

Nives Vidak

Sveučilište u Dubrovniku

DIFFERENCES IN MOTIVATION FOR SECOND LANGUAGE ACQUISITION ACCORDING TO L2MSS MODEL WITH REFERENCE TO AGE

The process of globalization in the contemporary world has highlighted the role of English language as an important communication tool. Second language acquisition (SLA) is focused on the student and the learning process, motivation being the most important individual factor affecting the language learning process. Its complexity and changeability is not easy to understand and define so it has led to numerous theories and models in applied linguistics research. One of the latest models was introduced by Zoltan Dornyei (2005) – The L2 Motivational Self System (L2MSS).

In this paper the results of research carried out among adolescents – secondary school students and university students of the first year of undergraduate study are shown. The aim of the research was to explore whether there are any differences with reference to age in motivation for learning English; more precisely, whether there are any differences in motivation of Croatian adolescents for learning English within the L2MSS dimensions. For the purpose of this research the questionnaire compiled and verified by Taguchi et al. (2009) was used, translated into Croatian and adapted for the Croatian educational context (Vidak 2019). The validity and reliability of the instrument in the Croatian educational context was confirmed. Data analysis was carried out by using the quantitative statistical analysis (SPSS). Research results confirmed that there are statistically significant age differences in motivation for learning English. Namely, statistically significant age differences in the three-dimensional structure of L2MSS in the Croatian educational context were confirmed. The results of this research will enable all participants of the educational process, especially teachers, to gain a better insight into the motivation of Croatian students and to apply this knowledge in the teaching process in order not only to motivate their students but also to maintain the level of motivation for SLA over time and to prevent demotivation.

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STAVOVI STUDENATA O NASTAVI FRANCUSKOG I TALIJANSKOG JEZIKA U ERT KONTEKSTU

Stavovi su jedan od afektivnih činitelja koji ima važan utjecaj u procesu učenja stranoga jezika. Kao sociopsihološka kategorija mijenjaju se prema situaciji i kontekstu u kojem se strani jezik uči (Mihajlović Djigunović 1998). Iako je *online* nastava obrazovni standard na visokim učilištima diljem svijeta, u Hrvatskoj ima relativno kratku povijest. Njezina primjena ovisila je o obrazovnoj politici institucije i spremnosti sama nastavnika da se uhvati u koštac s digitalnom tehnologijom. U uvjetima pandemije koronavirusne bolesti nametnula se kao preporučeni i sigurni način izvođenja nastave, pa se do tada klasično ili hibridno izvođena nastava stranih jezika koja je prevladavala na visokim učilištima od ožujka 2020. godine preselila u isključivo *online* okruženje.

Postoje brojni radovi koji istražuju stavove studenata o učenju stranih jezika u okviru klasične i/ili hibridne nastave kao i radovi o nastavi stranih jezika koja je kreirana i prilagođena *online* okruženju (npr. Pichette 2009; Ushida 2005; Gacs i dr. 2020; Russell 2016, Russell i Murphy-Judy 2020). U ovom se istraživanju ispituju stavovi studenata o nastavi stranih jezika u kontekstu Emergency Remote Teaching (ERT) koji su kao pojam nastave na daljinu u izvanrednim okolnostima uveli Hodges i dr. (2020). Cilj istraživanja bio je ispitati stavove studenata prema upotrebi digitalne tehnologije u učenju stranoga jezika, ispitati povezanost stavova i digitalnih kompetencija studenata te ispitati stavove o nastavi francuskog i talijanskog jezika u ERT kontekstu polazeći od hipoteze da hrvatski studenti imaju pozitivan stav prema upotrebi digitalnih tehnologija u učenju stranih jezika kao i o *online* nastavi stranih jezika, sukladno rezultatima istraživanja provedenih na svjetskoj razini (npr. Alsulami 2012; Bárkányi i Melchor-Couto 2017).

Istraživanje je provedeno 2021. godine među hrvatskim studentima. Za potrebe istraživanja autorice su konstruirale Upitnik o stavovima studenata prema upotrebi digitalne tehnologije u učenju stranih jezika i nastavi francuskog i talijanskog jezika u ERT kontekstu. Prikupljeni podaci obrađeni su metodama deskriptivne i inferencijalne statistike. Istraživanjem se produbljuju spoznaje o nastavi francuskog i talijanskog jezika u kontekstu ERT-a, o ulozi stavova kao afektivnih

činitelja u procesu učenja ovih jezika, a doprinos istraživanja očituje se i u praktičnim implikacijama za poboljšanje kvalitete nastave na daljinu.

STUDENTS' ATTITUDES ON TEACHING FRENCH AND ITALIAN IN THE ERT CONTEXT

Attitudes are affective factors that have an important influence in the process of foreign language learning. As a socio-psychological category, they change according to the situation and context in which the foreign language is learned (Mihačević Djigunović 1998). Although online teaching is an educational standard at higher education institutions around the world, it has a relatively short history in Croatia. Its application depended on the educational policy of a particular institution and the willingness of a teacher to deal with digital technology. In the pandemic caused by the COVID-19 virus, it became a recommended and safe way of teaching. Thus, a standard or hybrid foreign language teaching that prevailed in higher education institutions, from March 2020 moved to an exclusively online environment.

There are a great number of papers that explore students' attitudes on foreign language learning in a standard and/or hybrid teaching, and papers on foreign language teaching adapted to the online environment (e.g. Pichette 2009; Ushida 2005; Gacs et al. 2020; Russell 2016, Russell and Murphy-Judy 2020). This research examines students' attitudes towards foreign language teaching in the context of Emergency Remote Teaching (ERT), which was introduced by Hodges et al. (2020) as a concept of distance learning in extraordinary circumstances. The aim of the research was to examine students' attitudes towards the use of digital technology in foreign language learning and the relationship between their attitudes and digital competencies, as well as to determine their attitudes about French and Italian language teaching in the ERT context with the initial hypothesis that Croatian students have a positive attitude towards the use of digital technologies in foreign language learning and online foreign language teaching. This hypothesis is based on the research results of similar studies conducted at the global level (e.g. Alsulami 2012; Bárkányi and Melchor-Couto 2017).

The research was conducted in 2021 among Croatian students. The authors created a Questionnaire on students' attitudes towards the use of digital technology in learning and teaching French and Italian in the ERT context. The collected data were analysed using descriptive and inferential statistics. The research gives an insight into French and Italian foreign language teaching in the context of

ERT, and the role of attitudes as affective factors in the process of learning these foreign languages. The contribution of this paper is reflected in the practical implications for improving the quality of online teaching.

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BRIDGING THE DIGITAL DIVIDE: PARTICIPATION INEQUALITY IN CROATIA

The Covid-19 pandemic has accelerated the development of the digital transformation that has brought us major changes and new opportunities in every aspect of the everyday life of people worldwide. The overall objective of this research was to gain a better understanding of the participation inequality experienced by Croatian Internet users by identifying the key barriers and the degree to which they impact on the successful use of the Internet. A Google survey was conducted to determine the extent of the impact of digital literacy and knowledge of English on the digital divide faced by Croatian Internet users of the general population. The research contributes by building upon previous research on the digital divide by broadening the perspective on the amount of variance in Internet use and barriers that lead to participation inequality between countries in an increasingly digital society. Also, the survey results offer solutions that can aid in the narrowing the digital divide.

PREMOŠĆIVANJE DIGITALNOG JAZA: DIGITALNA NEJEDNAKOST U HRVATSKOJ

Pandemija COVID-19 ubrzala je razvoj digitalne transformacije koja je donijela velike promjene i nove mogućnosti u svakom aspektu svakodnevnog života ljudi širom svijeta. Opći je cilj ovog istraživanja bio steći bolje razumijevanje digitalne nejednakosti hrvatskih korisnika interneta utvrđivanjem ključnih zapreka i stupnja u kojem utječu na uspješno korištenje internetom. Provedeno je istraživanje Google anketom da bi se utvrdio opseg utjecaja digitalne pismenosti i znanja engleskog jezika na digitalni jaz s kojim se suočavaju hrvatski korisnici interneta iz opće populacije. Istraživanje doprinosi, nadovezivanjem na prethodna istraživanja digitalnog jaza, širenjem perspektive o veličini odstupanja u korištenju internetom i preprekama koje dovode do nejednakosti u sudjelovanju između zemalja u sve digitalnijem društvu. Rezultati ankete nude rješenja koja mogu pomoći u sužavanju digitalnog jaza.

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