

CLARC 2018

International Linguistics Conference

PERSPECTIVES ON LINGUISTIC DIVERSITY

Faculty of Humanities and Social Sciences

University of Rijeka

Rijeka, Croatia

June 8 - 10, 2018

Preconference events

June 7, 2018

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 Centar za jezična istraživanja

CLARC 2018

Međunarodna jezikoslovna konferencija

PERSPEKTIVE JEZIČNE RAZNOLIKOSTI

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Sveučilište u Rijeci
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Lenore Grenoble

Thede Kahl

Daniel Zeman

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0845	Friday 8.6.2018. Opening ceremony 845					
0900	Jason Rothman <i>The role of typological proximity in determining how previous linguistic knowledge affects/changes the process for the next language learned</i>					
1000	Coffee break					
s1	General session 1: Language maintenance, identity, language attitudes - Chair: Anita Skelin Horvat, Nataša Kiš	General session 2: Language learning and teaching Chair: Anita Skelin Horvat, Vesna Deželjin	General session 3: Dialectology, corpus linguistic, languages in contact Chair: Maja Miličević, Berbić Emina	Panel1: Linguistic diversity in language development Leader: Tihana Kraš	General session 4: Language typology and linguistic structure Chair: Anita Memišević, Mia Batinić Angster	Panel 3: Linguistic diversity, construal and conceptualization Leader: Benedikt Perak
1030	Anita Skelin Horvat , Aleksandra Ščukanec , Ivana Čagalj <i>Ako dočekamo sutra: Mogućnosti očuvanja jezika i identiteta Hrvata u Slovačkoj</i>	Irena Meštrović Štajduhar <i>Willingness to Communicate in English (WTCE) among Croatian Higher Education Instructors</i>	Maja Miličević Petrović , Nikola Ljubešić , Darja Fišer <i>Dialectal features of Serbian and Croatian on Twitter</i>	Tihana Moharić , Gordana Hržica <i>Croatian morphological richness supporting language production: Relative clauses in preschool and early school age</i>	Silvana Neshkovska <i>The Role of Corpus Linguistics in Translation Studies</i>	Ida Raffaelli <i>Model leksikalizacijskih obrazaca u svjetlu jezičnoga relativizma</i> <i>Model of lexicalization patterns in the light of linguistic relativism</i>
1100	Virna Karlić , Sanja Šakić <i>Neodje između: O jeziku srpskih pisaca iz Hrvatske</i>	Arnalda Dobrić , Vesna Deželjin <i>Engleski kao lingua franca u nastavi teorije jezika</i>	Emina Berbić Kolar <i>Zastupljenost tuđica u sičanskome govoru</i>	Tihana Kraš <i>Subject pronoun interpretation in Croatian: Evidence from older children</i>	Mia Batinić Angster , Marco Angster <i>Some observations on anaphoric temporal adverbials of position</i>	Daniela Katunar <i>Gramatikalizacija i idiomatizacija u službi opojmljivanja</i> <i>Grammaticalization and idiomatization in the service of conceptualization</i>
1130	Nataša Kiš <i>Jezička raznolikost u Vojvodini – stavovi prema jezicima u njihovom ulogu u višenacionalnoj sredini</i>	Mojca Kompara <i>Revitalization of Italian language in the Slovenian Istria</i>	Irena Marković <i>Influence of Italian orthographic system on regional Italian pronunciation of phonemes</i>	Marta Velnić <i>Effects of discourse topic on global and local markings in Croatian ditransitives: a comparison of adults and children</i>	Anita Memišević , Mihaela Matešić <i>Koliko je glagolski prefiks pre- plodan?</i>	Anita Peti Stantić <i>An interplay of hierarchy and linearity in mental grammar of Croatian</i>
1200		Katarina Damčević <i>Linguistic diversity as cultural diversity: taboo language in the classroom</i>	Marina Marinković <i>Jezični kontakt dvaju novoštokavskih dijalekata na sjevernome Kordunu: konvergencija na mikrorazini</i>	Jerca Vogel <i>Intra-linguistic diversity as the toll for developing student's discursive flexibility and linguistic proficiency in Slovenian as first language</i>	Ivančica Banković-Mandić , Kristina Katalinić <i>Poznavanje slavenskih jezika kod učenika hrvatskog kao J2</i>	Benedikt Perak <i>Hierarchical model of syntactic-semantic dependencies and their ontological (in)congruencies for extracting metaphority</i>
1230	Lunch break					

	Friday 8.6.2018. Afternoon					
	Room1 (006)	Room2 (104)	Room3 (105)	Room4 (106)	Room5 (107)	Room6 (138)
1400	Thede Kahl Endangered Romance and Slavonic varieties in Southeast Europe					
1500	Coffee break					
s2	General session 5: Language diversity, identity, language maintenance, language policy Chair: Eileen Lee, Sabrina Colombo	General session 6: Language learning and teaching Chair: Andrea Knežević, Tilen Smajla	Panel 6: Linguistic diversity and linguistic geography Leader: Silvana Vranić	Panel1: Language diversity in language development Leader: Tihana Kraš	Panel 5: Linguistic endangerment in Southeast Europe Leader: Zvezdana Vrzić	Panel 3: Linguistic diversity, construal and conceptualization Leader: Benedikt Perak
1515	Sharmela Mohan , Eileen Lee , Sujitra Sockanathan Linguistic diversity on commercial signage in Malaysia	Andrea Knežević Interkulturalna kompetencija u poučavanju ruskom kao stranom jeziku	Anđela Frančić Geolingvistika i antroponomastička istraživanja	Wience Lai Production of English Word Stress by Hong Kong Cantonese Speakers of English: Comparison of Acoustic Cues in English Donor Words and Cantonese Loanwords	Maša Plešković , Branka Drljača Margić , Tihana Kraš The Fiuman dialect today: Language attitudes and language use	Bruno Nahod Categorization as a Mean of Life: when theory is not just a theory Kategorizacija kao sredstvo života: Kad teorija nije samo teorija
1545	Eileen Lee , Sharmela Mohan , Sujitra Sockanathan Linguistic diversity, assimilation and identity in the Chitty Melaka community, Malaysia	Daniela Cecic Qualitative analysis of foreign language learning and teaching: pre- service teachers' perceptions and beliefs	Karmen Kenda-Jež , Jezikovna raznolikost in tradicionalna jezikovna geografija: vokalizem v Slovanskem lingvističnem atlasu (OLA)	Isabella Matticchio Developmental changes in speech rhythm. A study on Italian L2	Dario Ban Heritage language anxiety: a study of the Fiuman dialect	Dubravka Vidaković Erdeljić Transitive uses of posture verbs in English
1615	Chryso Hadjidemetriou Diversity, belonging and the politics of listening in Greek Cypriot community of London	Tilen Smajla Foreign Language Acquisition: Attitudes of Young Learners	Anita Celinić , Mira Menac-Mihalić Karta 'dijete' (OLA L 1775 'ребенок' i SIFPM 1776 Nsq 'dēte' /u проузв/) u organskim govorima slavenskoga svijeta	Shigenori Wakabayashi Linguistic accounts of the missing -s and overused be and do in L2 English	Rajko Škevin , Antonia Jazidžija Žarković History, Politics, Culture, Society as Factors of Language Shift within Zaratino Speech Community	Sandra Tamaro Jezična relativnost u Istri viđena kroz konceptualizaciju pojma „poludjeti“ u istriotskim, istromletačkim i čakavskim govorima Linguistic relativity in Istria seen through the conceptualisation of the expression „go crazy“ in Istriot, Istrovenetian and Čakavian Vernaculars
1645	Sabrina Colombo Multilingual families in a multilingual region: Factors affecting language choices	Jasna Bičanić , Maja Opašić Korektivna povratna informacija u poučavanju materinskoga jezika	Mijo Lončarić Prilog geolingvističkim istraživanjima hrvatskoga jezika (s posebnim osvrtom na Općeslavenski lingvistički atlas i Hrvatski lingvistički atlas)	Katica Balenović Studies on the acquisition of English articles in early EFL learning	Anamarija Artić , Dorotea Cakić , Martina Novosel , Ante Petrović , Adi Tufek Endangered Language Case Study: Arbanasi in a Modern Context	Kristina Štrkalj Despot , Martina Sekulić Sović Metaphor Production by Patients with Schizophrenia
1715	Coffee break					

	Friday 8.6.2018. Evening					
	Room1 (006)	Room2 (104)	Room3 (105)	Room4 (106)	Room5 (107)	Room6 (138)
s3	General session 7: Language contact and change, language maintenance Chair: Anna Rinaldin, Jelena Zivojinovic		Panel 6: Linguistic diversity and linguistic geography Leader: Silvana Vranić	Panel1: Language diversity in language development Leader: Tihana Kraš	Panel 5: Linguistic endangerment in Southeast Europe Leader: Zvezdana Vrzić	Panel 3: Linguistic diversity, construal and conceptualization Leader: Benedikt Perak
1745	Anna Rinaldin <i>From West to East and vice versa. Contacts of Languages in the Middle Ages</i>		Mira Menac-Mihalić <i>Geolingvistika i frazeologija</i>	Aida Cardoso, Ines Duarte, Ana Lúcia Santos <i>Infinitival Complement Clauses: Data from L2 Acquisition of European Portuguese</i>	Eszter Tamasko <i>Language and identity at a Croatian community in Hungary</i>	Jelena Runic <i>Between East and West: The Rhetoric of the Self in L2 Student Writing</i> <i>Između istoka i zapada: Retorika Sebstva u pismenosti L2 studenata</i>
1815	Jelena Zivojinovic <i>Asymmetric multilingualism in the Renaissance Ragusa: diaphasic variation and contact-induced change</i>		Silvana Vranić <i>Jezična raznolikost kroz dijalektne karte hrvatskih narječja (u usporedbi s OLA kartama)</i>	Ana Espirito Santo <i>Impact of the task while collecting the data: The case of L2 acquisition of relative clauses in European Portuguese by Chinese speakers</i>	Petar Radosavljević <i>How endangered is Boyash Romanian in Croatia?</i>	Mirko Sardelić <i>Language as a Cultural Tool: Conveying Emotions in Late Medieval Latin Accounts of the Mongol Other</i> <i>Jezik kao kulturno oruđe: Prenosjenje emocija u kasno srednjovjekovnim latinskim zapisima o Mongolima</i>
1845	Maja Đurđulov <i>Italiano popolare i jezični kontakt u dokumentima Riječke kvesture (1924.-1945.)</i>		Goran Filipi <i>Lingvistički atlas istarskih čakavskih govora</i>	Kate Bellamy, Cynthia Groff <i>Writing development in two languages: Creative use of P'urhepecha and Spanish language skills in a Michoacán (Mexico) primary school</i>	Aleksandra Paravina <i>Serb minority rights in Croatia and the use of language</i>	Diana Grgurić <i>Acoustical communication: How the traditional music has become the expression of the minority</i> <i>Akustička komunikacija: Kako je tradicionalna glazba postala izraz manjine</i>
1915	Nina Spicijarić Paškvan <i>Sociolingvistička analiza krčkoqa mletačkoga idioma</i> <i>Sociolinguistic analysis of the Venetian speech of Krk</i>		Dunja Brozović <i>Europski jezični atlas (ALE) i promicanje jezične raznolikosti</i>	Nikolina Božinović, Barbara Perić <i>The Role Of Typology And Formal Similarity In Third Language Acquisition (German And Spanish)</i>		
1945			Jožica Škofic <i>Perspektive ALE v času digitalne humanistike</i>			

	Saturday 9.6.2018. Morning					
	Room1 (006)	Room2 (104)	Room3 (105)	Room4 (106)	Room5 (107)	Room6 (138)
900	Lenore Grenoble <i>Diminishing diversity: Language shift and loss</i>					
1000	Coffee break					
S4	General session 8: Language contact and change, language maintenance, language revitalisation, language policy Chair: Ellen Smith Dennis, Aleksandra Salamurovic	Panel 2: Accentual variation in standard Croatian Leader: Mihaela Matešić	General session 9: Cognitive linguistics and semantics Chair: Vesna Cigan, Darija Omrčen	Panel1: Language diversity in language development Leader: Tihana Kraš	Panel 5: Linguistic endangerment in Southeast Europe Leader: Zvezdana Vrzić	Panel 8: Morphological doublets: from a diachronic to a synchronic perspective Leaders: Tomislava Bošnjak Botica, Gordana Hržica, Dario Lečić
1030	Ellen Smith-Dennis <i>Contact with a contact language: linguistic change in Papapana and the implications for language maintenance</i>	Blaženka Martinović <i>Od gramatike do komunikacije i natrag – primjer zanaglasnih dužina</i>	Darija Omrčen <i>Gas do daske: Semantička analiza i figurativnost engleskih nadimaka trkača i trkačica</i>	Ester Vidović <i>The role of interlocutors in the young child's language choice</i>	Christian Voss <i>Vitality and codification attempts among the Slavic-speaking minorities in Northern Greece</i>	Anna M. Thornton <i>Overabundance: A canonical typology</i>
1100	Aleksandra Salamurovic , Motoki Nomachi <i>Attitudes towards Script and Script Revitalization: The Case of Glagolitic</i>	Domagoj Vidović <i>Naglasni sustav između normativnoga i deskriptivnoga pristupa te stanja u mjesnim govorima</i>	Vesna Cigan <i>What is a machine without a nut, and a nut without a bolt? Metaphors in mechanical engineering discourse</i>	Dragana Radojević <i>Expressing causality by prepositions in L2 Italian</i>	Franco Finco <i>Minority languages in the cross-border Alps-Adriatic Community: Teacher education at the University College of Teacher Education Carinthia (PHK Klagenfurt)</i>	Tomislava Bošnjak Botica , Jurica Budja , Gordana Hržica , Dario Lečić <i>Database of Croatian Morphological Doublets</i>
1130	Cher Leng Lee <i>Diminishment of linguistic diversity: the case of Singapore</i>	Ivančica Banković-Mandić <i>Hrvatska standardna ortoepija kroz prizmu evolucije identiteta</i>	Jelena Uher <i>Opoimljivanje iskustva svetoga u hrvatskoj fantastičnoj prozi</i>	Orsolya Žagar Szentesi , Kristina Katalinić <i>Mehanizam prefigiranja smjernog značenja u mađarskome - izazovi u podučavanju mađarskoga kao inog jezika (MIJ)</i>	Mirjana Mirić <i>Child language documentation and the role of the community in preserving endangered Romani varieties in Southeast Serbia</i>	Dario Lečić <i>What can morphological doublets tell us about mental grammars?</i>
1200		Jasmin Hodžić <i>Akcentijske varijacije u standardnim jezicima na novoštokavskoj osnovici: iskustva iz bosanskoga standarda</i>		Ivana Lalli Pačelat <i>Razvoj dječjeg jezika, jezične svjesnosti i stava o jeziku u prve tri godine života – primjer hrvatsko-talijanskog dvojezičnog djeteta</i>	Svetlana Čirković <i>Language documentation of Romani in Eastern Serbia (Knjaževac and surroundings)</i>	Neil Bermel <i>Diachronic variation or language change? The case of inflectional doublets in Czech</i>
1230	Lunch break					

	Saturday 9.6.2018. Afternoon					
	Room1 (006)	Room2 (104)	Room3 (105)	Room4 (106)	Room5 (107)	Room6 (138)
1400	Dan Zeman <i>Uniformity versus Diversity: Dependency Grammar for All</i>					
1500	Break					
S5	General session 10: Language development: Chair: Branka Drljača Margić, Matea Bulić	Panel 2: Accentual variation in standard Croatian Leader: Mihaela Matešić	Panel 4: Syntactic diversity across time Leader: Diana Stolac	Panel 7: Linguistic diversity and Corpus Linguistics Leader: Marco Angster	Panel 5: Linguistic endangerment in Southeast Europe Leader: Zvezdana Vrzic	Panel 8: Morphological doublets: from a diachronic to a synchronic perspective Leaders: Tomislava Bošnjak Botica, Gordana Hržica, Dario Lečić
1515	Matea Bulić <i>Negativni jezični prijenos na morfosintaktičkoj razini u učenju srodnih jezika: talijanskog (J2) i španjolskog jezika (J3)</i>	Elenmari Pletikos <i>Koji organski idiomi govornika mogu dovesti do neutralnoga hrvatskog standardnog naglasnog sustava?</i>	Diana Stolac <i>Sintaktičke raznolikosti u dijakroniji i sinkroniji (na primjeru pravnih tekstova)</i>	Marco Angster <i>Introduction to Linguistic diversity and Corpus Linguistics</i>	Lucija Šimičić, Klara Bilić Meštrić <i>Language shift and revitalization potential of Arbanasi - voices of the community and the researcher's role</i>	Matías Guzmán Naranjo <i>Doubletisms as multiple inheritance - evidence from Slavic</i>
1545	Marina Jajić Novogradec <i>Jezični sustavi i njihova dinamika u studenata slavenskih kao inih jezika</i>	Jelena Vlašić Duić <i>Naglasna norma i televizijski govornici</i>	Jasna Vince <i>Smjenjivanje sintetičkih i analitičkih izričaja u hrvatskoglagoljskim tekstovima</i>	Björn Hansen, Edyta Jurkiewicz-Rohrbacher, Zrinka Kolaković <i>Tracking clitic variation in BCS with the help of web corpora</i>	Marilena Karyolemou <i>Language revitalization at the periphery: Cypriot Arabic in the 21st century</i>	Enzo Santilli <i>Overabundance in Italian comparatives più buono/migliore and più cattivo/peggiore</i>
1615	Branka Drljača Margić, Irena Vodopija-Krstanović <i>Language in EMI as a motivating factor, perceived barrier and essential prerequisite</i>	Mihaela Matešić <i>Što se sve događa s naglaskom u proklizi u suvremenome hrvatskom standardnom jeziku?</i>	Gordana Čupković <i>Funkcija i značenje demonstrativa u odlomcima evanđelja reformacijskoga prijevoda Novoga testameta (1563)</i>	Simone Ciccolone, Silvia Dal Negro <i>Constructions in code-mixed utterances: quantitative observations on a Tyrolean-Italian bilingual corpus</i>	Andreea Pascaru <i>Revival and Fall in Adapting Folklore and Poetics: Revitalization and Cultural Turn of the Banat Bulgarian Language</i>	Tomislava Bošnjak Botica, Jurica Budja, Gordana Hržica <i>Croatian double-gender nouns</i>
1645		Lorna Rajle <i>Dvosložni i trosložni prijedlozi kao toničke riječi u osječkom govoru</i>	Maslina Ljubičić <i>O promjenama u moliškohrvatskoj sintaksi About some changes in the Molise Croatian syntax</i>	Silvia Dal Negro, Marta Ghilardi <i>Eliciting comparable spoken data in minor languages: first observations from the corpus Kontatti</i>		Gordana Hržica, Ana Matić <i>Morphological doublets in language acquisition</i>
1715	Trip+Dinner Opatija					

	Sunday 10.6.2018. Morning					
	Room1 (006)	Room2 (104)	Room3 (105)	Room4 (106)	Room5 (107)	Room6 (138)
900	Ranko Matasović <i>Linguistic diversity and economic prosperity: a historical approach</i>					
1000	Coffee break					
s6	General session 11: Language ideology, language policy and planning Chair: Anđel Starčević, Keith Langston		Panel 4: Syntactic diversity across time Leader: Diana Stolac	Panel 7: Linguistic diversity and Corpus Linguistics Leader: Marco Angster	Panel 5: Linguistic endangerment in Southeast Europe Leader: Zvezdana Vrzić	
1030	Anđel Starčević <i>Brozovićev Jezik današnji pola stoljeća kasnije: jezična znanost ili jezična ideologija?</i>		Jozo Vela <i>Hrvatski za-infinitiv: izvanjsko posuđivanje ili unutarnji jezični razvoji?</i> <i>Croatian za-infinitive: external borrowing vs. internal language change</i>	Marco Angster, Marco Bellante, Raffaele Cioffi, Livio Gaeta <i>Part of speech and lemma annotation of unstandardized minority languages: the DiWaC/ArchiWals project</i>	Ivana Olujić <i>Some observations on the influence of Romanian on Carașova vernaculars</i> <i>Neka zapažanja o utjecaju rumunjskoga na karaševske govore</i>	
1100	Keith Langston <i>Accentual variation in Croatian and Russian: Sources of instability in the prescriptive norm</i>		Tanja Brešan Ančić <i>Konstrukcije s infinitivom u jeziku 19. stoljeća u Kraljevini Dalmaciji</i> <i>Structures with infinitive in the 19th century language in the Kingdom of Dalmatia</i>	Benedikt Perak <i>Creation of the local digital corpus using the graph property database and Reldi API scripts for automatic tokenization, lemmatization and dependency parsing of Croatian texts</i>	Vesna Deželjin <i>Osiromašivanje glasovnog inventara italofoinoh govornika u zapadnoj Slavoniji</i> <i>Impoverishment of phonic system of the Italian speaking people living in western Slavonija</i>	
1130	Antonia de Castro Burica, Lucija Šimičić <i>Asylum seekers' language rights in Croatia: Policy and practice</i>		Sanja Holjevac <i>Prilog sintaktičkoj analizi hrvatskoga jezika u izdanjima riječke tiskare Karletzky</i> <i>/Contribution to the syntactic analysis of Croatian language in the publications of Karletzky printing house in Rijeka</i>	Nikola Ljubešić <i>Development of language resources and tools for Croatian and Serbian with VERY limited funding</i>	Marija Runić <i>On the importance of studying endangered languages: a view from theory</i>	
1200			Dunja Jutronić <i>Položaj (en)klitika u američkom hrvatskom</i> <i>The placement of clitics in USA Croatian</i>	Marco Angster, Marco Bellante, Simone Ciccolone, Silvia Dal Negro, Livio Gaeta, Marta Ghilardi, Björn Hansen, Edyta Jurkiewicz-Rohrbacher, Zrinka Kolaković, Nikola Ljubešić, Benedikt Perak, Raffaele Cioffi, Round-table	Roundtable	
1230	Closing					

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CLARC2018 PRECONFERENCE

Thursday 7th June 2018.

Workshop: 09:00-10:30 F-006

Jason Rothman, University of Reading / University of Tromsø

Jennifer Cabrelli Amaro, University of Illinois at Chicago

Language and Cognition: Bilingualism changes our Minds and Brains

Organized by Tihana Kraš on behalf of Bilingualism Matters@Rijeka and the AThEME project

Roundtable: 11:00-13:30 F-006

Challenges of minority language maintenance: A community perspective

Organized by Branka Drljača Margić, Tihana Kraš, Maša Plešković and

Zvezdana Vrzić on behalf of Bilingualism Matters@Rijeka, the AThEME project and Center for Language Research

Social Event: 13:30-15:30 Hall

Cultural Diversity Fest

Music and gastronomy of the cultures in Rijeka and Istria

Organized by Diana Grgurić, Benedikt Perak on behalf of Department of Cultural Studies Department, Faculty of Humanities and Social Sciences and Center for Language Research; Katarina Petrović, Ana Javor, Franka Blažić, Andrea Škiljan, Interdisciplinarni kolektiv Manufaktura

UNIRI University colloquium: 15:30-17:00 F-006

Lenore Grenoble, University of Chicago

Contact-induced morphosyntactic change: Russian in Eurasia

Organized by Zvezdana Vrzić and Silvana Vranić on behalf of the University of Rijeka

Talk: 17:00-18:30

Shigenori Wakabayashi, Chuo University

Second/foreign language systems: Why are some grammatical rules more difficult than others?

Organized by Tihana Kraš on behalf of Bilingualism Matters@Rijeka and the AThEME project

Contact-induced morphosyntactic change: Russian in Eurasia

Existing evidence indicates that the structures of multiple indigenous languages in Eurasia are changing due to contact with Russian (Anderson 2017; Grenoble in progress, 2003; Janhunen 2005; Malchukov 2003), regardless of the typological structure or genealogical affiliation. This talk presents data from an ongoing study of language contact and change in order to understand the dynamics of contact-induced change, with particular attention to the nexus of linguistic, sociolinguistic and psycholinguistic factors that drive language change and shift. The investigation incorporates formal psycholinguistic tools into the study. Traditional research on language contact has been largely observational, resulting in generalizations that are difficult to evaluate. For example, one contested claim is the role of linguistic constraints, and another the position of social factors: Thomason & Kaufman (1988:35) that “it is the sociolinguistic history of the speakers, and not the structure of their language, that is the primary determinant of the linguistic outcome of language contact.” At the same time, Matras (2007: 34) argues that “borrowing is motivated by cognitive pressure on the speaker to reduce the mental processing load by allowing the structural manifestation of certain mental processing operations in the two languages to merge” (see also Elšík & Matras 2006; Heine & Kuteva 2005; Lucas 2012; Matras 1998).

In this talk I provide a road map for investigating these claims, focusing on changes in Evenki (Tungusic, head-final) in contact situations with Russian, drawing on my own field data and supplemented by other published data featuring typologically and genealogically distinct languages in Eurasia. I focus on three linguistic parameters: word order, case usage, and subordination strategies. These three parameters were chosen for the focus of investigation because they are interconnected. Word order is known to interact with other morphosyntactic features, including the case marking system. Word order is known to interact with other morphosyntactic features, including the case marking system; existing psycholinguistic research suggests that this is due to a complexity tradeoff (Sinnemäki 2014) along with a balance between production and processing costs on the one hand, and communicative success on the other (Fedzechkina et al. 2016, 2012; Kurumada & Jaeger 2015).

I show significant changes from Tungusic models to more Russian-like morphosyntax, including a shift from SOV word order to SVO and word order driven by information structure, reduction in the number of cases, in particular spatial cases, finite subordination using interrogative words as subordinators, and the use of prepositions. Similar changes are found in other Eurasian languages, including Chuktko-Kamchatkan, Finno-Ugric and Turkic languages. The data we have at present suggest that these changes take place sporadically in the speech of individual speakers, and that language shift probably impedes them from spreading. Although clear patterns emerge, innovations do not diffuse across the speech

population. These changes are indicative of language shift rather than contact-induced convergence and are representative of larger patterns of language shift of minority language speakers to Russian throughout Eurasia.

Rothman, Jason; Cabrelli Amaro, Jennifer

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Language and Cognition: Bilingualism changes our Minds and Brains

Prior to the 1960s, it was largely believed that bilingualism conferred any number of disadvantages for children, ranging from cognitive and social to scholastic. There is, however, no credible research that supports such claims. Today, the question regarding bilingualism is more centered around determining what potential benefits bilingualism might confer. In this talk, we will review psycholinguistic and cognitive neuroscience research from the past decade or so that shows secondary, advantageous benefits of bilingualism in language and general cognition. We will review why such benefits likely obtain, what they mean and what and how and why they are limited depending on certain factors related to various sub-types of bilingualism. We will also review what the practical implications are if indeed being bilingual conveys lifelong benefits to the mind/brain.

Second/foreign language systems:
Why are some grammatical rules more difficult than others?

Language, especially foreign/second language learning, is a popular topic in daily conversation. We tend to think that we know about this topic, but our 'beliefs' usually have little scientific foundation. In the first part of this talk, three questions will be asked:

Question 1: Are native speakers always able to control the use of their language if they try to?

Question 2: Are native speakers aware of the grammatical rules of their language?

Question 3: Do native speakers always think in their language?

We will play some psychological games, and your own experience in these games will show certain clues to these questions, which will lead us to lay the groundwork for answering the question in the title: Why are some grammatical rules more difficult than others? Then, we will see some evidence from second language research concerning asymmetry between free and bound morphemes, between infinitive forms *to V* and gerund forms *V-ing*, and between small clauses and tensed clauses. These data suggest that the acquisition and use of a second/foreign language have common grounds with our knowledge of the first language, but that certain principles might be operative in a second language grammar and its use but not in the first language.

PLENARY SESSIONS

Diminishing diversity: Language shift & loss

Multilingualism is inherently a contact phenomenon, and there are at least three broad categories in which multilingualism can lead to decreased linguistic diversity: sustained contact, language shift and, arguably, revitalization. In this talk I focus on the impact of these three different kinds of contact ecologies on linguistic diversity, focusing on the linguistic outcomes of contact-induced change and shift.

Contact in general, and shift in particular, are primary drivers of a loss of linguistic diversity. Sustained language contact often (although not necessarily) leads to, for example, linguistic convergence, reducing the typological differences between languages, as is well-known in the Balkan sprachbund. Likewise, negative borrowing (when features that are not shared by both languages are more susceptible to loss over time) can also result in reduced typological diversity (Dorian 2006; Sasse 1992: 65; Thomason 2001: 231).

Another possible outcome of language contact is language shift, where speakers of one or more languages cease to use their ancestral language in favor of another language, often the language of a larger majority community. Shift most obviously decreases diversity in that fewer languages are spoken, as seen in overall language loss and the statistics which present a mismatch between languages and speaker populations, such that approximately 40% of the world's population speaks one of just eight languages (with Chinese and Arabic varieties counted as single macrolanguages; see Simons & Fennig 2018).

Moreover, language shift specifically involves “the gradual displacement of one language by another in the lives of the community members” (Dorian 1982: 44). Gradual displacement implies an intermediate stage of bilingualism in which dominant or majority language comes to be used by ever-increasing number of speakers, resulting in a proficiency continuum usually correlating with age, such that younger speakers are more proficient in the majority language (L1) and less in their ancestral language (L2), if at all. Gradual language shift enables us to zero in on the kinds of changes occurring in these transitional stages. Following Sasse (2001), I demonstrate that despite the fact that the particular details of language loss vary at the micro-level, and despite the fact that the processes of language decay appear to be idiosyncratic, we can nonetheless posit typologically similar outcomes. These include paradigmatic leveling as well as phonological and syntactic simplification, also reducing diversity.

Finally, the correlation between the number of languages spoken and linguistic diversity is not straightforward. While the reduction in the number of languages spoken is a clear reduction in diversity, with speakers are shifting to a relatively small number of dominant languages on a global basis, there still are regional differences in varieties due to substrate effects. (English varieties provide a prime example here see Hickey 2012, 2014.) Despite massive shift, some kinds of diversity are maintained or created. At the same time, however, there is evidence

that there is overall simplification in these major lingua francas, again arguing for diminishing diversity on a global scale. An additional complicating factor is the net impact of language revitalization and reclamation efforts. On the one hand, it would seem that revitalization counters the loss of diversity by increasing the number of languages actively in use, while on the other it could be argued that the new emergent varieties exhibit significant interference from the dominant language(s) and that they too are possible examples of typological convergence.

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Endangered Romance and Slavonic varieties in Southeast Europe

The Balkan peninsula is still one of the richest areas in Europe concerning its linguistic diversity, but many varieties are highly endangered. Numerous initiatives are dedicated to the documentation and research of disappearing languages in order to stop or at least delay the trend of language loss. In this contribution, the situation of endangered Balkan Romance and Balkan Slavonic varieties will be described and current research projects will be presented. It will focus on endangered Slavonic varieties dominated by Romance varieties and, vice versa, endangered Romance varieties dominated by Slavonic varieties.

The most important method to protect intangible cultural heritage and oral traditions is to strengthen its daily role in the society. To do so, a dialogue between researchers and users of the variety, young and old, highly-educated and the “uneducated” alike, must take place. Due to the different aims and needs of scientists and speakers this dialogue usually does not take place. The paper discusses how the situation--in the special cases of Banat Bulgarian, Krashovan, Aromanian and Timok Vlach--could be improved, involving the speaker communities into research and scientists into revitalization initiatives.

Linguistic diversity and economic prosperity: a historical approach

This paper will address the “Fishman-Pool hypothesis”, according to which linguistic diversity in a country is negatively correlated with its economic prosperity. Joshua Fishman (1968) used a large sample of countries divided into linguistically homogenous and heterogenous and showed that the linguistically heterogenous countries have, on average, lower GNP, higher infant mortality rates, lower female life expectancy rates, fewer TVs, radios and newspapers per capita than linguistically homogenous ones. Jonathan Pool (1972) then compared the GDP of countries and their degree of linguistic heterogeneity and showed that, while linguistically homogenous countries might be poor, heterogenous countries are never rich. More recently, Daniel Nettle (2000) confirmed the basic correlation between the GDP per capita of countries and their linguistic homogeneity, measured by the number of languages per million capita (the number of languages in a country divided by its population, in millions).

However, none of the measures of linguistic homogeneity take into account the level of multilingualism in a country. Obviously, countries like Switzerland or Luxembourg, in which several languages are spoken, but everyone speaks at least two languages, will be more efficient in terms of communication on the national level than countries in which people speak many languages but there are few multilingual or bilingual speakers. Moreover, more than 90 % of the nations with highest linguistic diversity are recent political creations, usually the result of European colonialism. Finally, the studies cited show just the existence of correlations, but not of direct causal links between language diversity and economic performance of countries. This paper will argue that the explanations of these correlations are historical and very complex indeed. To show this, we will address the question whether the rise of European economic power in the last few centuries is correlated with the decrease in linguistic diversity. It will be argued that Europe was an area of low linguistic diversity long before its economic rise (Matasović 2016), and hence that there is no causal link between low linguistic diversity and economic prosperity, at least as far as Europe is concerned.

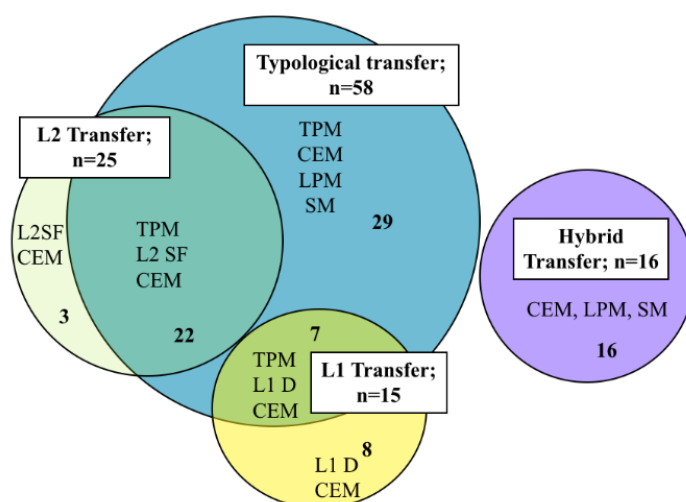
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The Role of Typological Proximity in Determining How Previous Linguistic Knowledge Affects/Changes the Process for the Next Language Learned

The most common research question in the emerging field of formal linguistic approaches to third language (L3) acquisition seeks to determine what the source of transfer, if any, is. Whereas in second language (L2) acquisition transfer can come from the first language (L1) or not obtain at all, L3/ L_n acquisition has more dynamic potential. If transfer can come from either previously acquired system, what determines its selection? Several competing formal models have been proposed: the L2 Status Factor (L2SF), Cumulative Enhancement Model (CEM), the Typological Primacy Model (TPM), the Linguistic Proximity Model (LPM) and the Scalpel Model (SM). Getting at how we can predict transfer source is an important question for theoretical and practical reasons. After all, knowing what a multilingual will transfer can help us teach language to multilinguals more effectively and has important theoretical implications for linguistics and cognitive psychology.

In this talk, I will introduce the field of L3 morphosyntax acquisition from its most basic concepts to its most pressing questions and current debates. I will review the abovementioned formal models and provide a comprehensive research synthesis of available studies in the literature ($n=85$ studies) to determine whether seemingly incompatible findings relating to the source of transfer in L3/ L_n might originate from crucial differences in methodological standards applied. As can be appreciated in the diagram below which includes all of the studies considered in this research synthesis, despite compatibility of more than one data set for various models, typological proximity—the extent to which transfer source is motivated by the overall structural proximity of the L3 target to one of the two previous systems, the L1 or the L2—has, by far, the greatest coverage. I will argue that inadvertent methodological shortcomings in the field lower the coverage to what it appears to be, however impressive the number is at present.



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Uniformity versus Diversity: Dependency Grammar for All

I will present Universal Dependencies, a community project in computational linguistics that develops morphologically and syntactically annotated corpora for a large number of languages. UD started as an attempt to harmonize language resources used in various software tools for natural language processing. However, it quickly became a valuable resource also for corpus-based research. Three years after its first release, UD contains over 100 dependency treebanks in more than 60 languages. Despite the inevitable bias towards “big” languages, treebanks from less resourced language families are gradually added. In my talk, I will discuss some challenges of building a universal annotation scheme for all languages. In particular, how to make sure that comparable phenomena are annotated in a comparable fashion, without making all the languages look the same.

Some observations on anaphoric temporal adverbials of position

Keywords: adverbs, time, temporal adverbials, multiword expression, possessives, possessive reflexives

In this paper we analyse different expressions of time which, following Klein (2009: 65), can be defined as temporal adverbials (TA) of position, i.e. expressing «a relation such as BEFORE, AFTER, SIMULTANEOUS between two time spans – a time which [is] somehow positioned (the “theme”), and a time which is used as an anchor, in relation to which the theme is positioned (the “relatum”)». From our previous work on multiword expressions (Hüning, Schlücker 2015, Masini 2012) containing possessive (reflexive) pronouns (Reuland 2011, Despić 2013) on Italian, German and Croatian (Author1, Author 2 in press), we observed that in the aforementioned languages a special kind of TA is available. This adverbial is structured as shown in (1.a): (1.a) PREP POSS(REFL) “time” (1.b) *u svoje vrijeme* (Croatian) (1.c) *a suo tempo* (Italian) (1.d) *zu seiner Zeit* (German). Interestingly, even though this pattern for adverbials contains an anaphor and it can alternate with other TA of position with an anaphoric relatum, e.g. Cro. *tada*, It. *allora*, Ger. *damals* (see 2.a), its anaphoric relatum is not identifiable in the preceding context, as can be seen in the example in 2.b. (2.a) *U 2000. sam godini maturirao u klasičnoj gimnaziji. Tada me nije zanimala elektrotehnika.* [tada = 2000] (2.b) *U 2000. [...]. ?U svoje vrijeme nije me zanimala elektrotehnika.* [u svoje vrijeme ≠ 2000] (2.c) *U 2000. [...]. Jednom/nekoć me nije zanimala elektrotehnika* [jednom/nekoć ≠ 2000] ‘In 2000 I’ve graduated from a classical gymnasium. Then (2.a) / At its time [lit.] (2.b) / Once (2.c) I haven’t been interested in electrical engineering’ It is worth noting that *u svoje vrijeme* contrasts also with another TA, i.e. *jednom/nekoć* (2.c), which is at its term specific because it lacks an anchor and it refers to a point in time which cannot be determined. In the case of *u svoje vrijeme* the time reference, though lacking an identifiable relatum, it is nonetheless specific and it corresponds to the time of the theme, no matter what is its point in time. The same semantic distinction between these three types of TA of position can be attested in Italian and German. We will address the following research questions:

- Are these types of TA available in other languages?
- The presence of a possessive is common to all languages displaying such a pattern?
- Can we propose a typology of TAs and how can these types of expressions help in proposing it?

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Poznavanje slavenskih jezika kod učenika hrvatskog kao J2

Ključne riječi: slavenski jezici, balkanski jezici, hrvatski kao J2

Unatoč činjenici da su slavenski jezici po veličini peta jezična grupa u svijetu te da u Europskoj Uniji 12 slavenskih jezika ima status službenog jezika, u radu sa stranim studentima primijećeno je da su slavenski jezici slabo poznati i prepoznati posebno među govornicima čiji prvi jezik nije slavenski. Primjerice, studenti koji pohađaju Croaticumov tečaj hrvatskog jezika, a prvi im jezik nije neki od slavenskih jezika te uz svoj materinski jezik ne govore druge jezike, ili govore još samo jedan jezik, vrlo malo poznaju skupinu slavenskih jezika kao i obilježja tih jezika. Zbog toga se u ovom radu želi statistički prikazati koji su slavenski jezici današnjoj populaciji poznati te koje slavenske jezike studenti govore. Također se istraživalo koja općepoznata obilježja slavenskih jezika studenti poznaju te što podrazumijevaju pod pojmom balkanski jezici. Upitnik o poznavanju slavenskih jezika i obilježja slavenskih jezika ispunilo je 50 polaznika Croaticumovog modula Hrvatski kao drugi i strani jezik. Ispitanici su bili heterogena skupina različite dobi i spola, različitih zanimanja, a hrvatski jezik poznavali su na razinama A2-C1 prema ZEROJ-u. Najviše je bilo ispitanika kojima je hrvatski prvi slavenski jezik koji uče. U odgovorima o poznavanju drugih slavenskih jezika kod ispitanika koji ne govore druge slavenske jezike najviše je odgovora da su slavenski jezici uz hrvatski još ruski i srpski, a najmanje je odgovora bilo za slovački i bjeloruski jezik. I govornici slavenskih jezika imaju najmanje odgovora da su slovački i bjeloruski slavenski jezici. Većina ispitanika koji ne poznaju slavenske jezike navode da su pojmovi balkanski jezici i slavenski jezici sinonimi, a ponekad u slavenske jezike ubrajaju i neslavenske, npr. turski jezik.

Knowledge about Slavic Languages at students of Croatian as L2

Keywords: Slavic languages, Balkan languages, Croatian as L2

Despite the fact that Slavic languages are the fifth-largest language group in the world and that in the European Union, 12 Slavic languages have official language status, in contacts with foreign students who learn Croatian as L2 it is noted that Slavic languages are relatively unknown, especially to speakers whose first language is not Slavic language.

Also students who speak only one foreign language, or Croatian is their first foreign language, badly know the Slavic languages and their characteristics.

Therefore, in this paper it will be shown which Slavic languages are known to the present population and which Slavic languages students speak. Also it will be researched the general characteristics of Slavic languages that students know and how they interpreted term *Balkan languages*.

A questionnaire about Slavic languages and Slavic language features filled up 50 participants of Croaticum's module *Croatian as a second and foreign language*. They were a heterogeneous group of different ages and gender, different professions, and their knowledge of the Croatian language was from A2 to C1 levels according to CEFRL. Croatian language was the first Slavic language for the most of participants.

In the answers of the knowledge of other Slavic languages at respondents who do not speak other Slavic languages the most answers about Slavic languages were, except Croatian, that Slavic languages are Russian and Serbian. At least answers were for Slovak and Belarussian language. Slavic speakers also have small number of answers that Slovak and Belarusian are Slavic languages.

Most of the respondents who don't know Slavic languages consider that the terms *Balkan* and *Slavic languages* are synonyms and sometimes as Slavic languages consider some non-Slavic language, for example, Turkish language.

Zastupljenost tuđica u sičanskome govoru

Ključne riječi: dijalektologija, sociolingvistika, sičanski govor

Selo Siče nalazi se u zapadnoj Slavoniji, između Slavonskoga Broda i Nove Gradiške, u Općini Nova Kapela. Sičanski je govor zaštićen kao nematerijalno kulturno dobro Republike Hrvatske 2008. godine. Prvi je to zaštićeni slavonski govor u Republici Hrvatskoj. Sičanski je govor jedan od najarhaičnijih govora slavonskoga dijalekta te je prema njegovim obrascima govora objelodanjen rječnik i gramatika sičanskoga govora pod nazivom Sičanske riči, autorica Emine Berbić Kolar i Ljiljane Kolenić. Rad će se baviti rječničkim dijelom Sičanskih riči te će prikazati zastupljenost tuđica u ovome staroštokavskome mjesnom govoru. Cilj je rada ukazati na jezične dodire koji su se odvijali tijekom povijesti u brodscome Posavlju, a koji su itekako ostali očuvani u svakodnevnom govoru ovoga mjesta. Metodologija rada bit će deskriptivna analiza leksičkoga korpusa Sičanskih riči. Svrha je rada ukazati na zanimljiv sociolingvistički jezični korpus koji je i danas živ u ovome govoru, a koji može poslužiti kao dijalektološki obrazac staroštokavskih govora slavonskoga dijalekta, posavskoga poddijalekta.

To be with or not: variety among Afrikaans prepositional met-Constructions

Key words: expression of emotion, companions, accompaniment

This paper emanates from Cognitive Linguistics research (Bergh, Messerschmidt, & Van den Berg 2010; Bergh 2011; Bergh, Beelders & Van den Berg 2011; Messerschmidt & Bergh 2011) concerning the Afrikaans preposition *met* (“with”) by focussing specifically on the fourth semantic category for *met* in the comprehensive Dictionary for Afrikaans (WAT) (Van Schalkwyk 1996): ‘In die geselskap, teenwoordigheid of nabyheid van – meermale in die verbinding saam met’ (die vrou het met haar man na die dorp gegaan) in the company, presence or proximity of – often in the combination together with’ (“the woman went with her husband to the town”). This category includes cognitive-emotive examples where *met* indicates non-literal location such as *Hy staan mét jou in die saak* (“He stands with you in the matter”) (Kempen 1884:78). The problem investigated in this paper is that, in contrast to Dirven’s (1993) analysis of *with* in English, the Afrikaans preposition *met* is not used as frequently with regard to emotion as such (for example, *trembe with fear* > “*bewe van ang*”). Yet, *BEGELEIDENDE EMOSIES IS METGESELLE* (“ACCOMPANYING EMOTIONS ARE COMPANIONS”) is posited in Messerschmidt and Bergh (2011) as a systematic extension of the companion schema (Radden 1998:279). The analysis concerns variety of use across these two languages in a multilingual setting where translations of these prepositions occur daily and the assumption is often that the preposition can be translated directly. It is concluded that the various stages of emotional causality profiled in the respective language provides clarity regarding how the expression is conceptualised and should be kept in mind in considering an appropriate translation.

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Korektivna povratna informacija u poučavanju materinskoga jezika

Ključne riječi: korektivna povratna informacija, ispravljanje pogrešaka, pisani radovi

Ispravljanje učeničkih pogrešaka jedna je od tema o kojima se najčešće raspravlja u vezi s poučavanjem i učenjem jezika (...) kao i jedno od gorućih teorijskih pitanja, zastupljeno u raspravama o usvajanju materinskoga i stranoga jezika (Mifka-Profozić, 2016). U radu će naglasak biti na učeničkom doživljaju učiteljeva ispravljanja pogrešaka u pisanim radovima kao temeljnog postupka procesualnosti razvijanja pisanoga izražavanja.

Ispravljanje pogrešaka ili korektivna povratna informacija (engl. *corrective feedback*) može biti usmena i pisana, učiteljeva ili vršnjačka, a R. Ellis (2009) donosi tipologiju pisanih korektivnih povratnih informacija za jezične pogreške s obzirom na subjekte uključene u proces ispravljanja i njihovu ulogu u tom procesu. Prva se kategorija odnosi na ulogu učitelja i navodi moguće pristupe i tehnike učiteljeva ispravka učenikova pisanog rada (izravni, neizravni, metalingvistički...), a druga se kategorija odnosi na učenički odgovor na učiteljev ispravak pa razlikujemo postupke kada učenik treba ispraviti pogreške i kada ne treba ispraviti pogreške. Ako učenik ne ispravlja pogreške, ili samo dobiva ispravljen tekst ili je pozvan proučiti nastale pogreške, ali ih ne mora ispraviti. Prema R. Ellis (2009) izostaju sustavna istraživanja različitih pristupa učenikova odgovora na učiteljev ispravak.

U vezi s neučinkovitošću korektivne povratne informacije ističe se problem čestog nerazumijevanja učitelja i učenika pa tako istraživanja pokazuju da učenici često ne razumiju značenje dobivene povratne informacije (Ferris, 1995; Hyland, 1998) i što s njome učiniti. Isto tako, pretpostavlja se veća učinkovitosti korektivne povratne informacije u poveznici s time jesu li određenom načinu ispravljanja učenici skloni i smatraju li ga korisnim. Rezultati istraživanja o učeničkim sklonostima pojedinim načinima ispravljanja značajno variraju (v. Amrhein i Nassaji, 2011: 97). Učinkovitost korektivne povratne informacije treba promatrati i tumačiti i uspoređivanjem učeničke sklonosti i procjenjivanja korisnosti pojedinih načina ispravljanja pogrešaka s prihvaćenim načinima ispravljanja pogrešaka u našem školskom sustavu. Dosad, u području poučavanja i učenja hrvatskoga kao materinskoga jezika, izostaju istraživanja ove tematike.

Za potrebe istraživanja izrađen je upitnik kojim se pitanjima otvorenog i zatvorenog tipa žele prikupiti kvantitativni i kvalitativni podatci. Provedeno je pilot-istraživanje u studenome 2017. godine, a valjanost instrumenta povećava što je upitnik izrađen na temelju upitnika dosad provedenih istraživanja sa sličnim istraživačkim pitanjima (I. Leki, 1991; I. Lee, 2005; H. R. Amrhein i H. Nassaji, 2010).

Stoga je cilj ovoga rada istražiti učenički doživljaj: učiteljeva ispravljanja pogrešaka u njihovim pisanim radovima; povezanosti učiteljevih ispravaka i komentara s osobnim napredovanjem u pisanju; korisnosti i sklonosti pojedinim primijenjenim načinima ispravljanja pogrešaka.

Corrective feedback in first language teaching

Key words: corrective feedback, error correction, written assignments

Correction of students' errors is one of the most commonly discussed topics in language teaching and learning (...) as well as a burning theoretical issue, represented in first and second language acquisition debates (Mifka-Profozić, 2016). This paper will focus on students' perception of teachers' corrective feedback in written assignments as the basic form of the gradual development of written expression.

Error correction or corrective feedback can be either written or oral, teacher or peer, and R. Ellis (2009) proposes a typology of written corrective feedback types for language errors with respect to subjects involved in the process of correction and their role in this process. The first category pertains to the role of the teacher and lists possible approaches and techniques for correction of students' written assignments (direct, indirect, metalinguistic...), while the second category deals with the student's response to the teacher's correction, whereby situations when a student needs to correct errors and when he/she does not need to do so are differentiated. In the latter case the student is simply given the corrected text or is asked to analyse errors made, but he/she does not need to correct them. According to R. Ellis (2009), there is a lack of systematic research of the different ways students respond to teachers' corrections.

Corrective feedback often does not achieve wanted results because of a lack of understanding between teachers and students, who, consequently, fail to understand teachers' feedback (Ferris, 1995; Hyland, 1998) and its purpose. Likewise, it is assumed that corrective feedback is more efficient when students are more inclined to a certain type of error correction, which they also consider useful. Research results on students' inclinations toward different ways of providing feedback vary considerably (see Amrhein i Nassaji, 2011: 97). The efficiency of corrective feedback should be observed and interpreted by comparing student inclinations and estimates of relative usefulness of particular types of error correction with accepted ways of providing feedback in our education system. Thus far, research on this topic in the field of Teaching Croatian as a First Language is lacking.

A questionnaire aimed at collecting both quantitative and qualitative data was made for the purposes of this study. To ensure the validity of the questionnaire, which is based on questionnaires used in previous research with similar research questions (I. Lekić, 1991; I. Lee, 2005; H. R. Amrhein i H. Nassaji, 2010), a pilot-study was conducted in November 2017.

The aim of this paper is to determine students' perception of: teachers' corrective feedback in their written assignments; the relation between teachers' corrections and comments to personal progress in writing; the usefulness of and inclinations toward certain ways of error correction.

Negativni jezični prijenos na morfosintaktičkoj razini u učenju srodnih jezika: talijanskog (J2) i španjolskog jezika (J3)

Ključne riječi: negativni jezični prijenos, međujezični utjecaj, kontrastivni pristup

Ovaj rad bavi se pojavom negativnog jezičnog prijenosa na morfosintaktičkoj razini u procesu učenja srodnih jezika talijanskog (J2) i španjolskog jezika (J3) uzrokovano međujezičnim utjecajem koji se javlja kod učenika čiji je materinji jezik hrvatski. Upravo zbog bliskosti iste jezične skupine često dolazi do pogrešnog stava i pretpostavke da učenici talijanskog jezika pri učenju španjolskog neće imati većih poteškoća i da će ga usvojiti s lakoćom. Međutim, upravo zbog prividnih sličnosti dolazi do negativnog jezičnog prijenosa i javlja se tendencija miješanja istih što dovodi do fosiliziranih pogrešaka. Cilj ovog rada bio je ustanoviti pojavu negativnog jezičnog prijenosa u određenim gramatičkim strukturama i najčešće morfosintaktičke pogreške prilikom pismenog izražavanja na španjolskom jeziku. Rad uključuje rezultate istraživanja koje je provedeno s učenicima talijanskog i španjolskog jezika. U istraživanju su se ciljano testirali određeni morfosintaktički elementi u gramatičkim zadacima koji sadržavaju određene jezične strukture koje su najčešći uzrok pogrešaka. Rezultati istraživanja su potvrdili pretpostavku da će učenici zbog utjecaja talijanskog jezika i nedovoljne osviještenosti o problematici srodnih jezika uraditi morfosintaktičke pogreške u određenim jezičnim strukturama kao posljedice negativnog jezičnog prijenosa. Dobivene morfosintaktičke pogreške u rezultatima su sistematizirane i analizirane. Rezultati ovog rada ukazuju na osjetljivost učenja dvaju srodnih jezika te se stoga smatra kako bi se trebala pridavati veća pozornost određenim problematičnim jezičnim strukturama u okviru učenja i podučavanja španjolskog i talijanskog jezika kao stranog jezika i važnosti uvođenja kontrastivnog pristupa koji predstavlja jednu od najprikladnijih nastavnih strategija za učitelje i učenike koji se suočavaju s izazovom učenja srodnih jezika.

Asylum seekers' language rights in Croatia: Policy and practice

Linguistic and cultural diversity in the European context encompasses, not only its officially protected aspects – the nations, official languages and autochthonous minority languages and cultures, but also its non-protected parts that often remain invisible due to the legal vacuum in which they are left, such as recent immigrants' – refugees' and asylum seekers' – languages and cultures. Unlike most western European countries, Croatia has not been a preferred destination for such groups and their numbers remain relatively low even after the events of 2015 when the peak of the so called 'refugee crisis' physically passed through Croatia as well. Since then, those asylum seekers who remained had to cope with largely inefficient administrative apparatus which produced policies and regulations that have been challenged on many grounds when applied to concrete situations in the field. The presentation focuses, on the one hand, on the analysis of language rights for asylum seekers as they are created and presented at the state level, and their implementation on the ground, on the other. In order to discern possible unplanned outcomes of language planning (Baldauf 1994) and the divergence between the (intended) policy and its (realised) effects (Canagarajah 2005) in the context of language rights for asylum seekers, our study is methodologically based on the discourse analysis of a relevant legal framework regulating language rights and obligations of asylum seekers and international protection seekers, such as the Law of International and Temporary Protection and the Programme of Croatian Language, History and Culture for Asylum Seekers and Asylees. On the basis of fieldwork data consisting of notes, observations, and interviews with different stakeholders (asylum seekers and stakeholders working with them, including their Croatian language teachers), we discuss challenges encountered in the process of translating official policies regarding linguistic integration into practice. We deal, amongst else, with the issue of efficacy of the provided language courses, and the practices of language learning outside the classroom. Finally, by comparing the top-down and bottom-up point of view, we discuss the issue of linguistic hospitality of the Croatian society in the context of forced migration flows.

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Qualitative analysis of foreign language learning and teaching: pre- service teachers' perceptions and beliefs

Key words: motivation, learning and teaching, unknown language experience

Our investigation has had the aim of discovering and understanding underlying concepts and reflections about teaching and learning foreign languages at beginner's level by working with guided reflection on variables such as motivation, interest and feelings of success or failure. As a means we have used the Unknown language learning experience and have done qualitative and qualitative comparative analysis of data from 2003 and 2014/15 with the same group of 23 trainees. The selected method were the lessons in Croatian to investigate the language learning phenomenon followed by a semi-structured questionnaire, feedback session and diary entries. These trainees were attending the Trinity College of London Diploma TESOL certificate in Gran Canaria, Spain and were originally from the UK, Australia and Spain. Twelve years later we have retrieved the diaries from 65% of the 2003 course attendees and asked them the very same questions. The results show that our participants in the Unknown Language Experience considered the experience to be highly valuable and meaningful, despite the initial stress of the situation and some elements of discouragement at the beginning. The validity of these findings lies in the fact that the right methodology and creation of interest by using a motivating and suitable context can achieve excellent learning outcomes and enhance cognitive skills in any learning process.

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Revealing Complexity: French Language Use amongst Algerian Émigré Postgraduates in the United Kingdom

Keywords: complexity, mobility, potential shift, heritage languages use

The study explores the phenomenon of French language use in a migratory setting, and uses the case of Algerian international students in the UK. The linguistic history of Algeria reveals that French language has a high status among the Algerians' verbal repertoires due to colonial reasons. This has triggered many language conflicts and many debates among policy makers in Algeria, especially when it comes to its competitive status with English. In higher education, Algerian English students' sociolinguistic profile is characterised by the use of French as a sign of prestige. What may leave room for debate is the effect of crossing borders towards the UK as a result of international mobility programmes, a transition which doomed to add more complexity. The study employed multiple methods in which semi-structured interview is a primary source of data among six Ph.D. ethnically related students, and the main aim behind that is to explore their phenomenological or perceived experience with French language and its use, targeting both their pre-migratory experience and current one. Web-based questionnaires were set up to explore further what emerged in semi-structured interviews. The six participants identified in interviews were further invited to focus group sessions based in an in-group interaction to discuss different topics using heritage languages. This latter was opted for as a means to observe their natural linguistic practices. The major trends of data highlighted two perceived sociolinguistic stances: students' maintainers and shifters as the transition resulted slightly into their French language -being endangered and threatened by a potential shift to English. On the other hand, some set of data indicates a strong maintenance of French language. The findings also detected a variety of factors that would contribute in refining the concept of language maintenance and shift among newly established émigré communities with short stay in the light of academic mobility. The results further revealed different factors behind the first embedded language choice (French /English) and – importantly – a mismatch between students' perceptions and observed behaviors, and that implies more complexity. The research is then largely relevant to international students' experience of study abroad in terms of heritage languages use.

What is a machine without a nut, and a nut without a bolt? Metaphors in mechanical engineering discourse

Keywords: conceptual metaphor, technical metaphor, cross-linguistic comparison

Metaphors as rhetorical figures have predominantly been studied in everyday language discourse and literary texts, and to some extent in a few LSP fields such as economics and law. Metaphors are not only pervasive in everyday life, but can also be amply found in scientific and technical language. Far from being merely a stylistic trope, metaphor is a conceptual, cognitive system element that shapes our way of thinking (Lakoff and Johnson, 1980) and contributes to our perception of abstract and concrete concepts and exiting relationships. In the cognitive linguistics metaphors are seen as set of mappings between a concrete source domain, an object with a physical referent, and an abstract target domain, one with no physical referents. Not any concrete concept can serve as a source domain for any target concept due to the similarity required between the two entities and between the meanings of the two expressions (Kövecses, 2010). This paper explores metaphors in English and German mechanical engineering texts. It aims to retrieve technical metaphors i.e. metaphoric mechanical engineering terms in the two sub-corpora and identify their conceptual models that will show how metaphoric engineering terms make use of the ordinary metaphorical mappings. Special attention is paid to image metaphors (e.g. “teeth”, a part of the human body that serves as a source domain) and conceptual metaphors e.g. MACHINE IS A HUMAN BEING / MASCHINE IST LEBEWESEN (Jakob, 1991) including concepts they entail, as classified by Lakoff and Johnson (1980) (Lakoff, 1987). Based on cross-linguistic comparisons our study also aims to show the degree of differences between the metaphors in English and German and that due to socio-cultural factors not all metaphors in a given language can be found in the other.

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Multilingual families in a multilingual region: Factors affecting language choices

Nowadays in increasingly diverse societies characterized by what has been defined as “super-diversity” (Vertovec, 2007), questions related to language and identity play a pivotal role. Multilingual families are, in this sense, the place where negotiations about language and identity become not only relevant but also of vital importance in the everyday life of each member. It is not a case that, in the last decades, the field of family language policy has broadened its focus to comprehend, among others, the language dilemmas members of multilingual families have to face and the decisions they have to take in matter of language policy within the family. Do identity and sense of self play a role once parents have to take decisions in matter of language use with their children? Are these factors the sole responsible for the language maintenance within the family? Are there other factors affecting the family members? The present paper focuses on presenting the factors affecting language choices in multilingual families. In doing this, it tries to give an answer to the abovementioned questions from the point of view of sociolinguistics. The paper draws on data taken for the Erasmus+ project “Tales@home” that aims to investigate how members of multilingual families relate to and deal with their languages at home. More than 50 families took part at the interviews, but the paper deals with those families living in the multilingual region of South Tyrol. In what is Italy’s northernmost province, “old” and “new” multilingualism coexist and the data cover all the possible aspects of this linguistically diverse region. One of the main outcomes of the project is a web-application (App) offering families a playful tool to manage their language use at home. The research uses a “user centered design” method based on the feedback of plurilingual families and professionals working with them.

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CLIL i stručno usavršavanje nastavnika

Ključne riječi: stručno usavršavanje, CLIL, bilingvalna nastava

Bilingvalna nastava postoji u Srbiji od 1. septembra 2004. godine. Vehikularni jezici koji se koriste u nastavi su engleski, nemački, italijanski, francuski i ruski. Bilingvalna nastava se sprovodila duže od 10 godina bez Pravilnika o bližim uslovima za ostvarivanje bilingvalne nastave. 2015. godine je objavljen Pravilnik kojim se definišu uslovi za ostvarivanje bilingvalne nastave i modaliteti bilingvalne nastave. Pravilnikom je definisan uslov da su nastavnici koji su uključeni u bilingvalnu nastavu u obavezi da posедуju dokaz o znanju ciljnog jezika na nivou B1-C1 Zajedničkog evropskog referentnog okvira za žive jezike, u zavisnosti od modaliteta. Pravilnik propisuje četiri modaliteta bilingvalne nastave. Prvi modalitet je nastava u kojoj bilingvalnu nastavu izvodi nastavnik stručnog predmeta koji u prvoj godini bilingvalne nastave posедуje dokaz o znanju jezika na nivou B2 ZERO, uz obavezu da u narednih pet godina dostigne nivo C1 ZERO. Drugi modalitet je nastava koju izvodi nastavnik stručnog predmeta koji je završio najmanje srednju školu u zemlji ciljnog jezika. Treći modalitet je nastava koji izvodi nastavnik ciljnog jezika zajedno sa nastavnikom stručnog predmeta koji posедуje dokaz o znanju ciljnog jezika na nivou B1 ZERO. Četvrti modalitet je nastava koju izvodi strani lektor ciljnog jezika u skladu sa Zakonom i međunarodnim sporazumom. Nastavnici nisu u obavezi da pohađaju dodatno stručno usavršavanje ili CLIL obuku pre uključivanja u bilingvalnu nastavu niti kasnije u toku realizacije nastave. U radu se analizira aktuelno stanje stručnog usavršavanja nastavnika koji su uključeni u bilingvalnu nastavu u Srbiji i zemljama nemačkog govornog područja i detaljno se istražuje model bilingvalne nastave na srpskom i nemačkom jeziku u Prvoj niškoj gimnaziji „Stevan Sremac“. Predstavljaju se rezultati terenskog istraživanja sa nastavnicima, učenicima, lektorkom za nemački jezik i direktorom gimnazije o problemima sa kojima se susreću u radu.

Linguistic diversity as cultural diversity: taboo language in the classroom

Keywords: taboo language, cultural semiotics, language teaching

The paper aims to present a proposition and relevance of including taboo language as part of language teaching in classrooms while relying on concepts from cultural semiotics. Taboo language can be defined as the language usage of which is restricted in public to a certain degree due to it being considered as inappropriate, offensive, and principally perceived as harmful for public moral; the level of harm may include disrespecting etiquette, but also more dire violations (Allan, Burridge 2006). Accordingly, the restrictions depend primarily on the sociocultural context and conditions and as taboo itself, they are dynamic and variable. One of the main functions of taboo is to regulate and maintain social cohesion, thus taboo violations, especially their increase, indicate toward an intensification of particular values, ideas, and beliefs within a society (or a lack thereof), as well as the dynamics of power relations. Taboo language is inseparable from taboo themes, such as those of religion, scatology, sexual organs, sexual activities, and family (predominantly the mother figure) (Ljung, 2011), although less dominant taboo themes, e.g. nation, race, origin, animals, personal traits, names, type of sickness (Mikić et al. 1999) shouldn't be excluded.

In the context of this paper culture is understood as the nonhereditary memory of a community, "a memory expressing itself in a system of constraints and prescriptions" (Lotman, Uspensky, Mihaychuk, 1978: 213). The process of filling the latter is characterized by a quantitative increase in knowledge (i.e. nodes of the cultural hierarchic system are filled with various texts), a redistribution in the structure of the nodes and their hierarchic appraisal, and finally – forgetting, i.e. the selection of texts according to particular semiotic norms of a given culture (ibid. 216). A closer observation of the way how culture restricts and/or eliminates certain texts from its center, in this case taboo language and taboo topics, can clarify not only the nuances of cultural and contextual variability of the latter, but also the emancipatory potential of the boundary and its role to filter and adapt certain alien elements (the "Other" in culture) into the culture's center (Lotman, 1990, 2005 [1984]).

What is excluded and/or restricted from the meta level of culture and the point of its self-description (e.g. encyclopedias, dictionaries, canons, literature, institutions) uncovers valuable insight into its development and function/s. In this sense schools are taken as a paradigmatic example of an accumulation of cultural texts as prescribed by the culture's normative center and its subsequently more rigid organization (Lotman in: Semenenko, 2012).

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Engleski kao lingua franca u nastavi teorije jezika

Ključne riječi: *lingua franca*, komunikacija, Engleski jezik, višejezična skupina

Carlo Tagliavini (1932) objasnio je semantički pomak u značenju riječi *franco*, koja je od etnonima, kojim su se u kasnom srednjem vijeku označavali narodi zapadnoga Mediterana, postala opća imenica u značenju „zapadnjak“, „čovjek za zapada“. U opisu jezičnoga tipa koji se kao jezik opće komunikacije u tom razdoblju rabio na Mediteranu i to ponajprije u sferi trgovine, Manlio Cortelazzo (1977) je ustvrdio da je „govoriti franco“ značilo rabiti jezik zapadnjaka u kojemu je dominirao onodobni venecijanski. Tijekom povijesti uz sintagmu „lingua franca“ u svijetu su se počeli vezati drugi jezici, a u suvremenom se svijetu smatra da objedinjavanje u komunikaciji omogućava engleski jezik.

U ak. godini 2017./2018. na Filozofskom fakultetu Sveučilišta u Zagrebu izvodio se kolegij „Croatian in Contact with Other Languages: Past and Present“ za strane studente koji studiraju hrvatski kao strani jezik. Preduvjet za pohađanje predavanja i seminara bio je poznavanje engleskoga jezika, minimalno na razini B2 prema samoprocjeni. Skupina je brojala dvanaest polaznika, a potjecali su iz različitih zemalja: troje iz SAD-a, a ostali iz Argentine, Australije, Austrije, Belgije, Egipta, Estonije, Poljske, Španjolske i Ukrajine, iz čega se vidi da je materinski jezik četvero ispitanika bio upravo neki tip engleskoga jezika. Unatoč očekivanoj razini poznavanja jezika posrednika, engleskoga jezika, tijekom izvođenja nastave više su puta uočeni nesporednosti ili čak otežana komunikacija u više smjerova: neizvorni govornici engleskoga u odnosu prema izvornim govornicima engleskoga jezika, unutar izvornih govornika engleskoga jezika, unutar neizvornih govornika engleskoga jezika. Stoga je pri kraju semestra provedeno istraživanje sa svrhom da se propita stav studenata o uočenim poteškoćama u komunikaciji i zatraži njihovo mišljenje o mogućim razlozima. Vodeći računa o prijašnjim zapažanjima (Kalogjera 2016), postavljene su dvije hipoteze: 1) izvorni će govornici engleskoga jezika uočene poteškoće protumačiti kao posljedicu nedovoljnoga poznavanja engleskoga jezika kod neizvornih govornika; 2) govornici engleskoga jezika kao stranoga jezika navest će svoju lošiju jezičnu kompetenciju kao razlog teškoća u komunikaciji. U radu se iznose rezultati pilot istraživanja koji samo djelomično potvrđuju polaznu hipotezu jer pokazuju da su razlozi uočenih teškoća složeniji, vezani za različite tipove engleskoga jezika kao materinskoga i tipove kojima su strani govornici izloženi i koje su usvajali, za materinski jezik pojedinih govornika, za poznavanje inih jezika pojedinoga govornika.

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English as lingua franca in teaching theory of language

Key words: *lingua franca*, communication, English, multilingual group

Carlo Tagliavini (1932) explained semantic change in the meaning of the ethnonym *franco*, which in late Middle Age was used to refer to people coming from the western Mediterranean and later became a common noun meaning “person from the West”. When describing a language variety of the Mediterranean used in communication, mainly among merchants, in the same period, Manlio Cortelazzo (1977) claimed that “speaking franco” meant to use the language of the Westerns in which dominated Venetian of the period. During history, the same term, *lingua franca*, was used also all over the world but in reference to other language varieties, while in modern ages it is the English language that has overtaken that role.

In acc. year 2017 /2018 at the Faculty of Humanity and Social Sciences of the University of Zagreb there was a course „Croatian in Contact with Other Languages: Past and Present“, shaped for foreign students of Croatian L2, whose competence in English should have been, according to their self-evaluation, at least B2. There were twelve students in the group coming from different countries: three from the USA and the others from Argentina, Australia, Austria, Belgium, Egypt, Estonia, Poland, Spain and Ukraine, and, as it can be seen, there were four English speakers L1 among the students. Despite the expected competence in the knowledge of English, the language of communication, during lessons there were various types of misunderstandings in communication occurring between speakers of English L2/ FL and native speakers of English, among native speakers of English themselves, within the group of speakers of English L2/ FL. Therefore, in order to question students' attitude about the noticed difficulties in communication and to have their opinion about possible reasons, at the end of the course a research was conducted. Taking into account some previous observations (Kalogjera 2016), two hypotheses were made: 1) native English speakers interpret the perceived difficulties as a result of inadequate competence in English on non-native speakers; 2) speakers of English L2/ FL think that their insufficient competence in English caused difficulties in communication. The paper discusses the results of a pilot-research which has confirmed the starting hypotheses only partly and reports that the causes of the perceived problems in communication can be ascribed to various types of English either as mother-tongue or as L2/ FL, to different mother-tongues of our subject.

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Language in EMI as a motivating factor, perceived barrier and essential prerequisite

Keywords: English-medium instruction, language, language support

Today's internationalisation of European higher education, prompted by political and economic unification, the Bologna Process and the creation of the European Higher Education Area, is closely interrelated with the growing dominance of English in academia, and English-medium instruction (EMI). Consequently, in the last thirty years, non-English-speaking countries have witnessed an increase in English-taught programmes offered alongside programmes in national languages. In Croatia, discussions on internationalisation have emphasised the importance of increasing visibility, attracting an international student body and introducing EMI. However, only recently has systematic effort been made to promote EMI through several projects and teacher language development programmes.

In this paper, EMI is considered as a glocal enterprise in which local academic (linguistic) issues are analysed against the backdrop of the global higher education landscape. The aim of the study is to provide a holistic and critical understanding of EMI by drawing on theoretical and empirical insights gained via different research methods – questionnaires, interviews and classroom observation – from two academic communities, one of which is involved in EMI. Specifically, it discusses the perceived and experienced benefits and challenges posed by EMI, its linguistic and pedagogical implications, as well as the measures that should be taken to respond to the challenges and lay the foundation for sustainable quality assurance. The topic of language permeates the whole study, in particular, that of inadequate language proficiency, which has been identified as a key challenge of EMI and a barrier to English-taught programmes. Equally important are the paradoxes between perceptions and expectations regarding English language competences and outcomes, and the use of English and translanguaging in class. Given these points, improvement in language command is regarded as the chief advantage of and reason for participating in EMI, while language support is the main precondition for an effective realisation of EMI. Finally, the paper enquires into how local programmes of (language) support could take on a global reach and be globally applicable for context-specific problem solving in higher education, and examines how national and international project activities and outcomes, such as EMI teacher training, are beneficial for improving the overall quality of English-taught programmes.

Italiano popolare i jezični kontakt u dokumentima Riječke kvesture (1924.-1945.)

Ključne riječi: italiano popolare, Rijeka, talijanski jezik

U ovom će se radu predstaviti istraživanje čiji je cilj prikupljanje i analiza tekstova napisanih na talijanskom „narodnom“ jeziku (italiano popolare) iz osobnih dosjea politički subverzivnih osoba u Kvarnerskoj provinciji koje su se u vrijeme talijanske aneksije smatrale opasnim za državnu sigurnost. Ti se dosjei nalaze u Državnom arhivu u Rijeci te pripadaju fondu Riječke kvesture koja je djelovala od 1924. do 1945. godine a sadrže razne dokumente sa informacijama o optuženim osobama: osobne dokumente, biografske podatke, fotografije, zapisnike i dokumente oduzete uslijed premetačina (osobna pisma, razglednice, tiskovine, časopisi) te zahtjeve koje su optuženi ili članovi njihovih obitelji upućivali vlasti. Unutar prikupljenih tekstova odabrana su pisma čiji su autori potencijalno slabo pismene osobe, a čiji je jezik opširno opisan u radovima koji se bave varijetetom talijanskog jezika pod nazivom italiano popolare, kojeg je De Mauro (1970: 48) opisao kao jezik kojim se izražava neobrazovana osoba koja se, ponukana potrebom komuniciranja te bez obuke, služi talijanskim nacionalnim jezikom. Cilj rada je predstaviti i opisati korpus prikupljenih dokumenata te prezentirati najznačajnija jezična obilježja u odnosu na varijetete talijanskog jezika. Rad će se posebice usredotočiti na višejezični kontekst u kojemu su nastali ti dokumenti i iz kojih izvire jezični kontakt prisutan u okolini. Analiza će se također usredotočiti na predstavljanje i opis određenih jezičnih osobina koje su jedinstvene u riječkom području, karakterizirano prisutnošću fijumanskog dijalekta unutar konteksta razvijene višejezičnosti kojom su dominirali posebice talijanski i hrvatski jezik.

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Diversity, belonging and the politics of listening in Greek Cypriot community of London

Keywords: diversity, hybridity, transnational and diasporic communities, belonging, ethnic identity, politics of listening

This paper discusses notions of language, identity and belonging in the Greek Cypriot community of London. The paper focuses on how members of this community challenge the idea of culture and ethnic identity in a diasporic and transnational context where 'Cypriotness' is being redefined and belonging is fluid and questioned. De Fina (2016: p. 187) argues that 'identities are conveyed, negotiated and regimented through linguistic and discursive means...[and] perceptions and constructions of identities fundamentally shape the ways linguistic resources are deployed'. This paper explores this idea whereby individuals negotiate, challenge, and re(formulate) notions of 'Cypriotness; Britishness', ethnic identity, belonging and exclusion. This is also done in light of Bassel's (2017) discussion on the importance of 'listening' as a social and political process. She explains that 'the politics of listening can disrupt power and privilege and harmful binaries of 'Us and Them', with the aim of political equality' (Bassel, 2017, p. 1).

The data used in this presentation come from recordings with Greek Cypriot adolescents and adults in London during fieldwork from 2012-2014. In total, 28 British-born Greek Cypriot adolescents between the ages of 14 and 18 were recorded along with 6 British Greek Cypriot adults between the ages of 35-45. The informants can be defined as transnational individuals who according to Glick Schiller et al. (1995: p. 1 cited in De Fina 2016: p. 187) are individuals who 'build social fields that link together their country of origin and their country of settlement'. De Fina (2016: p. 187) further explains that 'studying the identities of transnational individuals involves analyzing processes and practices that are different from those that are relevant for people who are firmly grounded in one place'.

The Greek-Cypriot informants offer insights on their multicultural associations and multilingual choices and perceptions regarding their plurilinguism and 'pluriculturalism'. The informants multi-layered understanding of ethnicity and language become evident in their views about these issues through looking at categories of belonging in narratives. The paper explores these issues to highlight the challenges that heritage diasporic communities face regarding 'belonging'. The paper also explores how such diasporic communities can help in understanding hybrid ethnic identities, the fluidity of ethnic identities through their perpetual reformulation, and how such fluid and constantly reformulated ideas of ethnic identity, culture, and language can become visible and legitimised in the diasporic communities.

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Jezični sustavi i njihova dinamika u studenata slavenskih kao inih jezika

Ključne riječi: jezični sustavi, slavenski kao ini jezici, višejezičnost

Ispitivanja različitih jezičnih procesa i njihove interakcije, kao i uloge individualnih čimbenika u višejezičnih korisnika predmet su mnogobrojnih psiholingvističkih istraživanja. Dinamični model višejezičnosti, kojeg predlažu Herdina i Jessner (2002), postao je neizostavni oslonac takvih istraživanja, a njegova osnovna značajka leži u saznanju da je jezični razvoj višejezičnog sustava nelinearan, reverzibilan, odnosno može dovesti do jezičnoga nazadovanja, a jednako tako stabilan, međuovisan i složen, te je podložan kvalitativnoj promjeni. U radu se prikazuje dinamika jezičnih sustava u osoba koje ovladavaju različitim slavenskim jezicima. Radi se o višejezičnim korisnicima slavenskih jezika, izvornim govornicima hrvatskoga, kineskoga i poljskoga jezika, koji ovladavaju češkim, hrvatskim, ruskim, slovačkim i ukrajinskim kao inim jezicima, a u čiji su jezični repertoar uključeni i ostali jezici s različitim početkom ovladavanja i stupnjem ovladanosti. Cilj istraživanja bio je kvalitativno ispitati jezične sustave pojedinaca na temelju njihovih jezičnih biografija, vlastitog prikaza stagnacije i održivosti pojedinog sustava te međujezičnih veza istih. Istraživanje je uključilo studente češkog, hrvatskog, ruskog, slovačkog i ukrajinskog kao inih jezika. Naime, riječ je o intrasubjektivnom pristupu koji se zasniva na promatranju studija slučaja (Jarvis i Pavlenko, 2008), budući da se njime može dobiti detaljnije objašnjenje dinamike zasebnih jezičnih sustava i njihove međusobne povezanosti. Uvidom u jezične biografije studenata i njihov opis različite dinamike jezičnih sustava potvrđuje se Dinamični model višejezičnosti, također ovisan i o brojnim psihološkim i društvenim čimbenicima. Rezultati upućuju na snažnu povezanost svih sustava, osobito onih između slavenskih jezika, tj. materinskog kao slavenskog i stranog kao slavenskog jezika. Opravdanosti rezultata pridonosi činjenica da se radi o istoj podskupini jezika i prema tome olakšavajućem učinku među jezicima. Olakšavajući učinak jezika najočitiji je u području leksika, osobito kod sličnica ili riječi istog ili sličnog oblika i značenja, dok je ometajući učinak često rezultat prisutnosti lažnih prijatelja u jezicima. Međutim, ne izostaje dinamičnost i ostalih sustava, o čemu najvećim dijelom ovisi upotreba pojedinog sustava u komunikacijske svrhe.

Negdje između: O jeziku srpskih pisaca iz Hrvatske

Ključne riječi: srpska nacionalna manjina, manjinski jezik, manjinska književnost

Proglašenjem nezavisnosti Republike Hrvatske Srbi u Hrvatskoj gube status konstitutivnog naroda te im se dodjeljuje status pripadnika nacionalne manjine. Proglašenjem hrvatskog kao službenog jezika u RH srpskom je jeziku dodijeljen status manjinskog jezika. Prije popisa stanovništva iz 2001. godine polazilo se od pretpostavke da većina Srba u Hrvatskoj svoj jezik smatra srpskim, neovisno o njegovim obilježjima. To se pripisivalo „jezičnoj svijesti Srba u Hrvatskoj“ (Pupovac 1999, Roksandić 2002). Međutim, na popisima stanovništva iz 2001. i 2011. godine tek je jedna četvrtina pripadnika srpske manjine navela srpski jezik kao materinji.

Zakonski akti o manjinskim jezičnim pravima Srba u Hrvatskoj ne govore mnogo o tome kakvim se jezikom oni doista služe u privatnoj i javnoj komunikaciji. Jednako tako, ni rezultati s popisa stanovništva ne nude odgovor na to pitanje, već svjedoče samo o tome kojim su imenom ispitanici nazivali svoj materinji jezik. Iz tog je razloga važno otvoriti pitanje na što se točno odnosi pojam *jezik Srba u Hrvatskoj* te kakva je jezična praksa pripadnika srpske manjine u RH. (*Jezik Srba u Hrvatskoj* vrlo je širok i neprecizan pojam. On obuhvaća razne aspekte jezika kojima su se Srbi u Hrvatskoj služili u prošlosti i kojima se služe danas – u privatnoj, javnoj i službenoj; govornoj i pisanoj produkciji. Pojam je također vrlo širok u smislu da se odnosi na jezik svih Srba u Hrvatskoj bez obzira na to kako ga oni nazivaju i kakva su njegova obilježja.) Do odgovora na postavljeno pitanje može se doći jedino sustavnim istraživanjem koje bi pokrivalo sve oblike njihove jezične produkcije.

Ovaj rad posvećen je jeziku književnosti, točnije analizi jezičnih obilježja proznih djela srpskih pisaca iz Hrvatske objavljenih nakon 1991. godine u izdanju Srpskog kulturnog društva Prosvjeta, u nakladničkom nizu *Mala plava biblioteka*. Budući da publicirana književna djela reflektiraju napetost između koncepta manjinske književnosti kao književnosti „koju neka manjina stvara na većinskom jeziku“ (Deleuze i Guattari 2013) i očuvanja manjinskog jezika kroz književno stvaralaštvo, rad propituje kako stvaralaštvo srpskih autora u Hrvatskoj poprima kolektivnu i političku vrijednost.

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Somewhere in between: On the language of Serbian writers in Croatia

Keywords: Serbian national minority, minority language, minority literature

Ever since the Republic of Croatia declared independence in 1991, the Serbian people no longer hold the status of a constitutive nation in Croatia. Instead, they are classified as a national minority. In the period before the population census of 2001, a generally accepted hypothesis was that the majority of Serbs in Croatia consider Serbian their native language, regardless of the lexical and structural features of the idiom they use. This was attributed to the “language awareness of the Serbs in Croatia” (Pupovac 1999: 50 i Roksandić 2002: 218). However, the population censuses of 2001 and 2011 showed that only a quarter of all Serbs in Croatia listed Serbian as their native language.

The legal acts on minority language rights of Serbs in Croatia do not tell us much about the actual language used by the members of this group, neither in their private nor public communication. Equally so, the results of the population census offer no information on this matter, but only reflect how the individuals name their native language. For that reason, it is important to determine what the term *Language of Serbs in Croatia* implies and what features of the language are in use among Serbs in Croatia. (The *Language of Serbs in Croatia* is a very broad and imprecise term. It incorporates many aspects of the language used by the Serbs in Croatia, both in the past and today – in private, public and official; spoken and written production. The term is also very general, as it refers to the language of all Serbs in Croatia, regardless of its features or the name it holds.)

The language of the Serbs in Croatia can be properly described only by conducting a systematic research which would cover all the forms of their language production. This paper analyzes the language of the prose literature written by Serbian writers from Croatia whose works were published after the 1991 by the Serbian Cultural Society *Prosvjeta*, within the series *Mala plava biblioteka*. Since their works reflect the tension between the concept of a minority literature as a literature “produced by some minority members in the majority language” (Deleuze i Guattari 2013) and the preservation of the minority language through the literary production, this paper questions the kind of collective and political values the literature of the Serbian writers from Croatia holds.

Jezička raznolikost u Vojvodini – stavovi prema jezicima u njihova uloga u višenacionalnoj sredini

Ključne riječi: sociolingvistika, stavovi prema jezicima, višejezičnost.

Stavovi prema jeziku odnosno jezicima imaju važnu ulogu u svakom društvu. Oni su signali i indikatori društvenih odnosa koji postoje među pripadnicima različitih grupa određenih prema polu, starosti, stepenu obrazovanja, pripadnosti različitim socijalnim grupama, prema nacionalnoj ili verskoj pripadnosti i sl., te bi otuda morali imati značajnu ulogu u oblikovanju jezičke politike i u planiranju jezika svake govorne zajednice. Predmet ovog istraživanja jesu stavovi koji pokazuju odnos govornika srpskog jezika kao većinskog na teritoriji Vojvodine u odnosu na jezike govornika različitih nacionalnih manjina i obrnuto. Kako je jedno od Ustavom zagarantovanih prava na očuvanje nacionalne posebnosti upravo pravo upotrebe sopstvenog jezika i pisma, ovo sociolingvističko istraživanje ima za cilj da pokaže korelacije između zvanične jezičke politike koja uređuje službenu upotrebu jezika na teritoriji AP Vojvodine i stavova koji se u vezi sa upotrebom jezika formiraju među članovima različitih nacionalnih zajednica, odnosno usaglašenost ovog segmenta jezičke politike sa aktuelnim stanjem na terenu na osnovu subjektivnih stavova članova govorne zajednice. Naime, pored srpskog jezika i ćiriličnog pisma, prema Statutu AP Vojvodine, status službenih jezika imaju mađarski, slovački, hrvatski, rumunski i rusinski jezik i njihova pisma, dok u pojedinim opštinama takav status imaju još i češki, makedonski i bugarski jezik. Osnovni instrumenat za prikupljanje podataka za empirijski deo ovog istraživanja jeste anonimni upitnik koji popunjavaju pripadnici različitih nacionalnih zajednica. Ispitanicima će biti postavljana pitanja u vezi sa vrednovanjem sopstvenog jezika u odnosu na jezike koji su u upotrebi na teritoriji Vojvodine, o govornim situacijama u kojima mogu ili ne mogu da upotrebljavaju neki od službenih jezika. Posebna pažnja biće posvećena stavovima pripadnika manjinskih nacionalnih zajednica prema učenju većinskog srpskog jezika kao drugog jezika i, u vezi sa tim, opredeljivanjem za školovanje na većinskom ili nekom od jezika nacionalnih manjina. Drugi segment ovog istraživanja biće uporedna analiza stavova prema jezicima u Novom Sadu kao sredini u kojoj je srpski jezik brojčano većinski jezik u odnosu na sredine u kojima pripadnici nacionalnih manjina čine većinsko stanovništvo. Na ovaj način pitanja bilingvalnosti ili monolingvalnosti u jednom ili u drugom jeziku, posmatrana kroz stavove prema jezicima, biće sagledana na kolektivnom i na individualnom planu.

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Interkulturalna kompetencija u poučavanju ruskom kao stranom jeziku

Ključne riječi: interkulturalna kompetencija, ruski kao strani jezik, ZEROJ

Interkulturalna komunikacijska kompetencija u nastavi stranih jezika područje je interesa brojnih metodičara te istovremeno svih onih koji sudjeluju u procesima odgoja i obrazovanja. Zajednički europski referentni okvir naglašava značaj upravo interkulturalne kompetencije kojoj je cilj pripremiti i osposobiti učenika za uspješnu komunikaciju u višejezičnoj i multikulturalnoj Europi. (Drandić 2012, 2013; Piršl 2011) Što se tiče nastave stranih jezika, jasno je da je učenje stranog jezika neodvojivo od kulture i obratno. Jezik i kultura zajedno čine identitet svakog člana određene društvene zajednice. Poučavanje stranom jeziku ne obuhvaća samo uspješno korištenje širokog raspona vokabulara i poznavanje što većeg broja gramatičkih pravila. Naprotiv, suvremena nastava nastoji učenike, osim teorijski, i praktično pripremiti za susret i suživot s različitim ljudima u različitim društvenim i kulturnim kontekstima. Osvještavanjem sličnosti i razlika među kulturama, njihovim prihvaćanjem te međusobnim prožimanjem istih, postepeno razvijamo interkulturalnu svijest korisnika jezika. (Zajednički referentni okvir za jezike: učenje, poučavanje, vrednovanje: 2005) Činjenica je da se interkulturalnoj kompetenciji u nastavi stranih jezika u praksi posvećuje malo pozornosti. Kada govorimo o ruskom jeziku, iskustva iz nastave sa studentima pokazuju da sve više raste interes za upoznavanjem ne samo ruskoga jezika, nego i ruske kulture, običaja, folklora, i sl. U tome važnu ulogu ima primjena udžbenika *Doroga v Rossiju* na čitavoj preddiplomskoj razini koji obiluje mnoštvom (često stereotipiziranih ili banaliziranih) kulturoloških elemenata. Zadatak nastavnika je uključivati u nastavu sadržaje koji osvještavaju kulturalne razlike, razbijaju negativne stereotipe i predrasude te istovremeno kod studenata stvaraju osjećaj poštovanja, otvorenosti, radoznalosti, spremnosti za prihvaćanje drugih i drugačijih. U radu će se istraživati u kojoj mjeri su nastavni sadržaji iz navedenog udžbenika prikladni i dostatni za poučavanje interkulturalnoj kompetenciji. Usporedno s tim, analizirat će se metode poučavanja i primijenjene strategije s ciljem razvijanja interkulturalne komunikacije kod studenata ruskoga jezika i književnosti kao što su: poticanje mobilnosti studenata, suvremene metode poučavanja, izravni i virtualni kontakti s izvornim govornicima, sudjelovanja na međunarodnim studentskim konferencijama i sl. Staviti će se naglasak i na važnost interkulturalnog obrazovanja nastavnika kako bi oni mogli, ne samo kao prenosioci znanja, već i odgajatelji, sudjelovati u stvaranju kompetentnog interkulturalnog govornika.

Revitalization of Italian language in the Slovenian Istria

A narrow coastal belt of the Slovenian Istria is a bilingual region where Italian and Slovenian language and culture coexist. In the coastal area Italian and Slovenian are official languages and are used for official purpose. Pupils learn both languages in school and can enrol in a primary or secondary school with Italian or Slovenian language of instruction. In both cases they should, at least in theory, be bilingual individuals when finishing school. In the paper we address the issue of bilingualism in the Slovenian Istria, focusing especially on the possibilities of revitalizing the current position of Italian language especially among pupils. In the paper we present an overview of the position of bilingualism in the Slovenian Istria focusing on the 80', when the position of Italian was different and much better compared to the present (Kompara, 2014). We present also the current position of Italian language seen from the perspective of primary and secondary school teachers and students. In the paper we focus also on the results of the final state exam in Italian languages, because the results are worsening year by year (RIC, 2017). The paper presents the basic concept of bringing an innovative study environment to schools in order to improve the knowledge of Italian language in the bilingual area of the Slovenian Istria (Kompara, 2016). We present the possible forms for revitalizing the Italian language in the Slovenian Istria, focusing mainly on the specific areas of revitalization, from primary to secondary schools and revitalization in tertiary education. The process of revitalization is divided into three steps - strengthening the position of Italian in the Slovenian society, establishing connections with the Italian minority in Slovenia and promoting the acquisition of Italian language. In the paper we present the general characteristics of the three steps and provide the guidelines for fulfilling them in order to promote and preserve bilingualism in the Slovenian Istria.

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Accentual variation in Croatian and Russian: Sources of instability in the prescriptive norm

Key words: accentuation, variation, standardization

Variability in the accentuation of Croatian and Russian is a topic of both scholarly research and public interest, and improper accentuation is often decried in the press as a sign of a low level of linguistic culture. Incorrect stress was in second place in a list of “Mistakes in speech that irritate everyone” in the popular Russian newspaper *Komsomol’skaja pravda* (Rjabikova 2016), while the Irkutsk journal *Kapitalist* warns that even a couple of flagrant errors in accentuation during the negotiation of a business deal could threaten its success (Šoloxova 2004), to cite just two of many examples from the Internet. Similarly, Brozović (2002) singled out “bad accentuation” as the most common linguistic mistake on Croatian television, and the actor Božidar Smiljanić (2013) said in an interview that he hears accentuation on television that “makes his hair stand on end”. Accentual variation is due to a number of factors, and may reflect long----- standing trends in the historical development of the Slavic languages (see Stankiewicz 1993). This paper takes a comparative perspective and considers some of the sources of this variation in Croatian and Russian (analogy, language contact and borrowing), the choices made by language planners and resulting inconsistencies among different handbooks, and attitudes towards the codified norm. Despite the fundamentally different types of accentual systems in these two standard languages, with Croatian distinguishing pitch, quantity, and place of the accent (all with certain limitations) and Russian having free stress and phonological vowel reduction, there are similarities in the evolution of their accentual norms and their current sociolinguistic situations, where even highly educated speakers’ usage often diverges from the prescriptive norms (see, for example, Marklund Sharapova 2000, Ukiah 2001, Larsson 2006, Škarić 2007, Langston under review; cf. also Lagerberg 2012, Martinović 2014 for overviews and additional literature). Although the standard language is normally considered to be the prestige variety, some aspects of the Croatian and Russian orthoepic norms are apparently not considered prestigious, at least by some speakers (Mićanović 2004, Marklund Sharapova 2000: 252). The Croatian and Russian accentual norms exemplify the problematic nature of attempts to standardize spoken language.

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Diminishment of linguistic diversity: the case of Singapore

Key words: Singapore, multilingualism, diminishment

Singapore is a classic example of a post-colonial society, initially being first a British colony from early 19th century till mid 20th century, then merging with Malaysia from 1963-1965, and finally gaining full independence in 1965. Through this journey, there have been changes with regards to the medium of instruction following language planning for the nation. By the 1950s, Singapore had Chinese (Mandarin and other Chinese dialects), English, Malay and Tamil schools. The first national language education planning for Singaporeans was drawn up in the 1955 All-Party Report, emphasizing equality in all mediums of instruction and bi- or multilingual policy. English was the official language of wider communication, used as an interethnic means of communication and international trade. Malay was to be the official language of regional importance. Mandarin and any Vernacular (Chinese dialects) schools would proceed to teach a second language from first to third year of primary classes and adding a third language from the fourth year onwards. In 1959 when PAP came to power, Malay was declared the National Language. During the years of Federation (1963-1965) when Singapore merged with Malaysia, Malay was to become the sole working language for all. In 1965 when Singapore became independent, Malay became the National Language but English became the most important medium of education. By 1986, there were only English medium schools with 'mother tongues' of the ethnic groups being the second language. This paper aims to examine the effects of the medium of instruction in relation to bilingualism education, linguistic ecology, 'mother tongue' education, and national/social identity with special focus on the Chinese language education in Singapore and the loss of Chinese dialects (Lee 2016). It is without doubt that the decision of medium of instruction changes the entire linguistic ecology of the nation, affecting languages used for the future generation in an irreversible way. References: Fishman, J. A. 1991. Reversing Language Shift: Theoretical and Empirical Foundations of Assistance to Threatened languages. Multilingual Matters. Lee, C. L. 2012. "Saving Chinese Language-Education in Singapore". Current Issues in Language Planning 13:4, 285-304. Lee, C. L. 2016. Grandmother's Tongue: Decline of Teochew Language in Singapore. In Multilingualism in the Chinese Diaspora Worldwide: Transnational Connections and Local Social Realities, ed. Wei Li, 196-215. New York and London: Routledge.

Dialectal features of Serbian and Croatian on Twitter

Keywords: Serbian and Croatian, dialect features, computer-mediated communication

Traditionally, research in dialectology had mostly been based on interviews with small groups of dialect speakers; one of the reasons was a very limited presence of dialectal features in written texts. The diffusion of computer-mediated communication contributed to a shift, allowing dialectal forms to be more widely used in writing, and thus providing an important new source of data. In this paper, we focus on dialect features in tweets published in Serbian and Croatian. Twitter has received a lot of attention in linguistics, and its option to encode the user's geo-location has been utilised in studies of regional and dialectal variation (see e.g. Jorgensen et al. 2015 and Yuan et al. 2016 for English, Čibej 2016 for Slovene). In our study, we identify dialect features within a wider set of non-standard traits, focusing on their overall frequency, and disregarding the locations they were used at. An additional goal is to compare two closely related languages, whose dialects differ, but whose standardisation history was partly shared. Our dataset consists of manually normalised, lemmatised and part-of-speech tagged samples of tweets in Serbian and Croatian, comprising around 45000 tokens each. The sampled tweets all contain non-standard traits and were normalised following unified guidelines; an example of a fully annotated tweet is shown in Figure 1. We exploit the normalisation layer (second column) to identify the standard>non-standard transformations (last column). We look at the distribution of transformations across parts of speech and lemmas, and at different transformation types (deletions, insertions, and replacements); within the identified transformations we single out those that are dialectal in nature. Figure 1. Example of a normalised, lemmatised and tagged tweet in Croatian The analysis reveals differences in the frequency of dialect forms in the two languages – Croatian tweets contain more dialectal features than Serbian tweets. We trace the reasons of this discrepancy back to the Croatian dialect base being more diverse with respect to two features central in defining the varieties spoken in the area of former Serbo-Croatian, the form of the question word for 'what' (što, kaj, ča) and the reflex of the proto-Slavic sound jat (e, (i)je, i); the most frequent transformations in Croatian are in fact Ikavian forms replacing the standard Jekavian ones (čovjek>čovik 'man'), and elements from Kajkavian (što>kaj 'what', kupio>kupil 'bought'). In addition, we discuss the influence of the dialects' cultural and historical prestige on their (non-)use in the public sphere (see Petrović 2015).

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Jezični kontakt dvaju novoštokavskih dijalekata na sjevernome Kordunu: konvergencija na mikrorazini

Ključne riječi: sjeverni Kordun, štokavsko narječje, jezična konvergencija, međudijalekt

Prostor Banije i Korduna u hrvatskoj je dijalektologiji relativno slabo istražen, rijetki radovi o mjesnim govorima ove regije nastali su pred gotovo 40 i više godina. Termin sjeverni Kordun ovdje se odnosi na područje koje je prije ratova s Osmanskim Carstvom najvećim dijelom pripadalo vlastelinstvu Steničnjak, a danas u administrativnome pogledu stoji na razmeđu dviju lokalnih jedinica, Grada Karlovca, njegovih jugoistočnih dijelova, te Općine Vojnić. Prema dijalektološkim kartama štokavskoga narječja ovaj je prostor naseljen govornicima istočnohercegovačkoga dijalekta. Najnovija dijalektološka istraživanja pokazala su da u poslijeosmanske periode jedan dio ovog prostora naseljavaju i štokavski govornici s područja zapadne Bosne i Pounja koje je danas dijelom novoštokavskoga ikavskoga dijalekta. Na terenu sjevernoga Korduna tako su već u 16. stoljeću u neposredan kontakt došli govornici dvaju štokavskih dijalekata, pripadnici prvoga najčešće se izjašnjavaju kao pravoslavci, dok su potonji katoličke vjeroispovijesti, a novija terenska istraživanja pokazala su da njihov suživot u istome selu nije neuobičajen. Sa stajališta kontaktne lingvistike i suvremenih spoznaja o dijalekatskim promjenama (Auer 2005) istražen je tako jezični dodir govornika koji žive u štokavskim punktovima Banska Selnica, Banski Moravci, Banski Kovačevac, Sjeniĉak (sa svojim zaselcima), Slunjska Selnica te Trebinja. Neka sela naseljavaju uglavnom katolici, neka pripadnici pravoslavne vjeroispovijesti, a neka su miješana, s podjednakim omjerom zastupljenosti obaju entiteta. Teritorijalno su smješteni na vrlo bliskoj udaljenosti. Domovinski rat uzrokovao je rapidan pad broja stanovnika, no struktura stanovništva prema narodnosti i vjeroispovijesti u nabrojanim punktovima nije izmijenjena, odnosno ona odražava i predratno stanje. Metodom usmjerenog ispitivanja ispitane su fonološke i neke morfološke osobine ovih mjesnih govora, kod govornika obaju govornih tipova, s primarnim ciljem utvrđivanja koje su osobine među dvama govornim štokavskim tipovima različite, a koje su zajedničke. Poseban je naglasak na onim zajedničkim osobinama koje su rezultat kontaktne situacije i svih procesa koji iz nje proizlaze, osobito procesa niveliranja jezičnih značajki i stvaranja međudijalekta u kojem važnu ulogu ima i čakavsko-kajkavski supstrat pokupskih starosjedilaca, ali u konačnici, i svima nadsvođeni standardni jezik. Dobiveni rezultati pokušat će utvrditi smjer razvoja ovih govora te, sekundarno, odgovoriti na neka fakultativna pitanja potaknuta izvanjezičnim parametrima poput pitanja jezika prestiža, povezanosti jezika na lokalnoj razini s osjećajem nacionalne i vjerske pripadnosti i dr.

Influence of Italian orthographic system on regional Italian pronunciation of phonemes

Keywords: phonemic/phonetic regional variation, italiano regionale, electronic/graphic communication

There is evidence today that depending on different regions Italians pronounce certain phonemes in different way. For example the grapheme <z> as in *zio* 'uncle' e *zitto* 'quiet' in Northern Italy is always pronounced as [dz], while at the South we hear [ts]. We have very similar situation with <s> with two different outcomes [s] and [z] depending on diatopic variable and distributional context (Berruto; Benincà; Sobrero; Telmon and many more). The causes for these particular pronunciation and articulation can be explained by several factors: dialectal influence on regional Italian, incoherence of orthographic system on certain phonemes (with some of phonemic distinctions being graphemically undistinguished) (Maraschio; Cignetti and Demartini), a phonemic (non)functionality and problematical phonemes in Italian language (Muljačić) and an ever more graphic/electronic communication (as opposed to oral) due to the technology modernisation. With this contribution we are trying to examine what is the significance of each of these factors that have influenced the variation in pronunciation of regional Italian, and what could be the usage situation of the problematical phonemes of Italian language in the future by taking in consideration the new electronic era in communication. Being an overview this work is methodologically going to compare studies on different articulation and perception of Italian language phonemes depending on regional variable (regional Italian) – especially for problematical phonemes of Italian language. On the other hand we will analyse the possible influence that incoherent orthographic system has on the loss of distinctive functions in pronouncing those phonemes (today and in the past). In this way we will try to understand what is going to happen in the future with the (non)articulation/perception of certain phonemes of standard Italian and how this affects the phonemic system of Italian language.

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Koliko je glagolski prefiks pre- plodan?

Ključne riječi: prefiks, semantika, pragmatika

U radu se ispituje tvorbena plodnost glagolskoga prefiksa *pre-*. Istraživanje semantičkoga doprinosa toga prefiksa glagolskim osnovama provodi se na temelju analize baze glagola prefigiranih s *pre-*, koja je načinjena na temelju podataka u suvremenim hrvatskim rječnicima standardnoga jezika. Toj se metodi pridružuje i korpusna analiza značenja odgovarajućih glagola u korpusu hrWaC, koji pruža uvid u jezik hrvatskih mrežnih stranica (mrežnih stranica u domeni .hr). Na temelju obiju analiza konstruira se radijalna semantička mreža značenja ovoga prefiksa. Utvrđuje se zatim u kojim je značenjima taj prefiks i dalje plodan, a u kojima nije. Osobito će se pritom razmotriti značenje „previše intenzivne radnje s negativnim rezultatom/posljedicama“ (npr. *prepeći*, *prejesti se*, *pretjerati* i sl.) i opisati tvorbeni procesi kojima se to značenje postiže u suvremenome jeziku. Cilj je rada pridonijeti opisu značenja i uporabe prefiksa *pre-* kako bi se u konačnici dobio potpuniji opis sustava prefiksalne tvorbe u hrvatskome jeziku.

How fertile is the verbal prefix pre

Key words: prefix, semantics, pragmatics

In this paper we focus on how fertile the verbal prefix *pre-* is in Croatian language. The analysis of the semantic contribution of this prefix to base verbs is carried out on the basis of a database of *pre-* prefixed verbs which is compiled on the basis of the dictionaries of the contemporary Croatian language and on the basis of a corpus analysis of the meanings of *pre-* prefixed verbs that can be found in the hrWaC corpus, which enables us to study the language used on Croatian websites (websites from the .hr domain). This enables us to create a semantic network that accommodates all the different meanings (senses) expressed by Croatian verbs with a *pre-* prefix. After this we try to determine in which senses this prefix is still fertile in Croatian (i.e. can be used to form new verbs). Here we will pay special attention to the “too intense action with negative results/consequences” sense (e.g. *prepeći*, *prejesti se*, *pretjerati*, etc.) and describe the word-formation process through which this sense is realised in the contemporary Croatian language. Our goal is to contribute to the description of the meaning and use of *pre-* in Croatian and thus also contribute to the description of the prefixal word-formation processes in the Croatian language.

Willingness to Communicate in English (WTCE) among Croatian Higher Education Instructors

Keywords: willingness to communicate, English as a medium of instruction, teachers' perceptions

To remain relevant in a world driven by arms races in essentially every domain, embracing the ongoing trends is a requirement. For higher education institutions (HEIs), this is manifested in need for the introduction of English as a medium of instruction (EMI), which is one of the mechanisms intended to ensure international visibility (Drljača Margić and Vodopija-Krstanović, 2017). In discussing challenges involved in launching English-taught programmes, the conversation eventually needs to depart from the institutional level and be brought to the instructors who are expected to carry out their teaching in a foreign language. Instructors' readiness to take on this new dimension in their professional life can be explored through the construct of willingness to communicate (WTC). So far, empirical investigations into WTC have primarily considered learners, but EMI contexts seem to open up a new angle on the construct. While it is true that instructors can control a range of classroom-related factors (topic, task type, materials, interlocutor(s) and level of preparation (Cao and Philp, 2006; Peng, 2012)), it needs to be highlighted that they are, in fact, also language learners taking part in authentic classroom communication. The tension arising from this challenging role-reversal lies in the fact that communicative behaviour by EMI instructors is assumed, while the multitude of psychological and affective factors underlying said behaviour might remain uncatered for. This small-scale exploratory study is aimed at tapping into instructors' situational willingness to communicate in English in professional contexts (presenting at conferences, writing papers, teaching), which is likely to be reflected in their readiness to take part in EMI. More specifically, issues such as perceived FL proficiency, FL anxiety and FL enjoyment are explored through an online questionnaire that includes both closed- and open-ended questions. Such a design is hoped to gauge the prominent factors underlying the participants' WTCE, as well as to allow the participants to give an account of specific situations in which they experienced high or low levels of WTCE in their own words. It is hoped that the insights provided by the participants in this study will inform the development of support programmes for teachers participating in EMI by raising awareness of the multi-layered reality underlying L2 communication.

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The Role of Corpus Linguistics in Translation Studies

Key words: corpus linguistics, translation studies

Corpus linguistics, which appeared as a separate discipline or as some prefer to call it – methodology in the second half of the last century, has surely secured its position and status in the world of science nowadays. As it was initially believed, its role in linguistic research, and consequently its implications for the linguistic theory and practice are practically undisputable today. Nevertheless, what started to get researchers' attention increasingly in the last decade, is the role that corpus linguistics assumes in the domain of the translation studies. In fact, corpus linguistic has extended its influence considerably and has reached a stage where it is completely safe to claim that translation studies are unconceivable, or, perhaps, inadequate without providing proper training to trainee translators into how they can take full advantage of the benefits of corpus linguistics in doing translation. The paper at hand intends to take a closer look at the current research done on the role of corpus linguistics in the sphere of translation studies by examining closely some of the most recent and relevant studies which have dealt with this issue recently. More specifically, the aim of the paper is to offer an overview of the most salient findings and results obtained from these studies, and eventually to draw some pertinent and highly relevant conclusions as to how future translators could apply these insights into their practical work in order to secure their competitiveness and to persist in the increasingly uncompromising global labor market.

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Gas do daske: Semantička analiza i figurativnost engleskih nadimaka trkača i trkačica

Ključne riječi: eke ime, značenje, figurativnost

Nadimci sportaša i sportašica sastavni su dio njihova imidža. Neki su nadimci čak poznatiji široj javnosti od imena i prezimena osoba koje ih nose, a brojni su i nadimci koji su postali zaštitni znakovi pojedinaca. Nadimci općenito, pa tako i nadimci u sportu, lingvistički su fenomen koji se može analizirati s obzirom na različite načine njihove tvorbe. Što se semantičkoga aspekta tiče, oni osim konotativnoga, imaju i svoje socijalno značenje. To je socijalno značenje povezano s kulturološkim kontekstom i temelji se na oblikovanju statusa koji je u sportu od ključne važnosti, a to je status slavne osobe. Drugim riječima, nadimci doprinose, i to bez obzira na svoju pozitivnu ili negativnu obojenost, oblikovanju identiteta nositelja nadimka. Oblikovanju identiteta doprinosi i hiperboličnost pojedinih nadimaka koja s jedne strane može biti usmjerena na stjecanje samopouzdanja u sportaša, a s druge, na stvaranje poštovanja koje drugi sportaši imaju prema nositelju nadimka. U ovome se kvalitativnom istraživanju analizira skup engleskih nadimaka trkača i trkačica. Prvi je cilj istraživanja analizirati semantičku strukturu nadimaka zajedno s njihovom kulturološkom osnovom. U okviru te analize nadimci će biti svrstani u kategorije s obzirom na njihovu asocijativnu podlogu. Drugi je cilj analizirati figurativnost prikupljenih nadimaka, i to s obzirom na stilske figure koje se u njima rabe. Na taj će se način pokazati da davanje nadimaka trkačima i trkačicama prati određene obrasce, no da to ni u kojem slučaju ne ograničava onomastičku inovativnost i kreativnost koje prate taj proces.

Dvosložni i trosložni prijedlozi kao toničke riječi u osječkom govoru

Ključne riječi: prednaglasnica, dvosložni prijedlozi, trosložni prijedlozi

Jedan od problema ortoepske norme oko kojega akcentolozi vode rasprave jest pravilo prenošenja naglasaka na prednaglasnicu u slučaju kada tonička riječ ima izvorno silazni naglasak. S obzirom na to da se navedeno pravilo u praksi uvelike krši, struka dovodi u pitanje opravdanost njegova obveznog provođenja, ali do sada još nije dala svoj konačan sud o tome kako otkloniti nesklad između uzusa i norme. Sredinom prošlog stoljeća uočeno je da u naglasnoj cjelini koju čini prednaglasnica i tonička riječ prenošenje naglasaka ovisi o duljini naglasnice i da se ono češće provodi ako je naglasnica kraća pa je Pravopisna komisija zaključila da se naglasak obvezno treba prenositi s jednosložnih i dvosložnih naglasnica dok je s trosložnih i višesložnih riječi dopušteno i neprenošenje. No čak i takvo „prilagođeno“ pravilo uglavnom se nije provodilo tada, niti se danas provodi, čak ni u govoru nekih izvornih novoštokavaca. S druge strane, problem prenošenja naglasaka na prednaglasnicu može se promatrati ne samo s gledišta duljine toničke riječi nego i s gledišta duljine same prednaglasnice. Neki radovi napominju da će izvorni novoštokavci dosljedno prenijeti naglasak sa zamjenice na jednosložni prijedlog u slučajevima poput: *nà mene, òd vās, prèd njīm, zà sebe*, iz *njē* dok se u sklopovima dvosložnih i trosložnih prijedloga s osobnim zamjenicama 1. i 2. l. jd. i povratnom zamjenicom prenošenje većinom neće izvršiti. To znači da se kao prednaglasnice ponašaju samo jednosložni prijedlozi, a dvosložni i trosložni tek iznimno (samo u slučajevima *kròzā te, ùzā nj, ùzā se, nàdā me, prèdā me, pòdā nju* itd). Premda naglasni ostvaraji izvornih govornika ne moraju nužno postati dijelom ortoepske norme, da bi se ona usustavila važno je poznavati govorne navike što većeg broja govornika čak i različitih dijalekatnih osnovica. U radu će se opisati naglasne navike Osječana s posebnim osvrtom na izraze u kojima naglasnu cjelinu čini prijedlog s osobnom i povratnom zamjenicom te će se istražiti uvjetuje li u tim slučajevima duljina prijedloga prenošenje naglasaka na prednaglasnicu i, ako uvjetuje, u kojoj mjeri.

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From West to East and vice versa. Contacts of Languages in the Middle Ages

Key-words: multilingualism, merchants, italian vernacular languages

My paper aims to introduce and comment 70 texts written in italian vernacular languages, produced in the first half of the fourteenth century on the shores of the Mediterranean Sea, and collected in Venice by the Pisan merchant Pignol Zucchello. The composite collection presents a linguistic importance: Pignol Zucchello was born in Pisa, moved and lived in Venice for more than 20 years and communicated with his Tuscan and Venetian entourage established in the domains of the Serenissima «de l'í da mar» (as Folena written in 1968; see also Eufe 2006; Baglioni 2016). These merchants communicated in the territories in which Venetian was the dominant language (Renouard 1968): a sheet of notes of Pignol Zucchello himself shows how well he had assimilated the language of the city that sheltered him («Memoria faço homo Bartollamio favro di Sant'Aponal í a chasa soa una mia fanestra granda enferada la qual fo della fanestra che varda sovra la mia chorte», 'I do memory that the blacksmith Bartolomeo of Sant'Aponal has in his house my large iron window that before was at the window over my court'). On the other hand, the Sienese Francesco Bartolomei hints at the difficulties that could find a Venetian in reading a letter written «al modo toschano», 'in the tuschan vernacular language'. The language of merchant letters has therefore a strong tendency to hybridism, physiological consequence of the mobility of merchants, which was in contact with different linguistic realities (i.e. a *greparia*, quoted in one of the letters from a florentine merchant in Crete, is a merchant ship, based on a greek word: Cortelazzo 1970). But there is a linguistic peculiarity: not only the Venetian merchants do not conform to the Tuscan language (as is generally witnessed for non Tuscan merchants of other areas), but the Tuscan merchants also tend to use a 'venetian language' even about questions not strictly referred to commerce: the Florentine merchant Vannino Fecini, for example, use terms like the venetian *nievo* 'grandson' and *amisi* 'friends' (Tomasin 2016). The text is one of the most extensive documentation of mercantile prose (Stussi 1963), linked to the need to communicate informations on weights, measures, prices, merchandise. I will also remember how important is the contribution that the merchants scriptures offer to the enrichment of the lexicon, especially with regard to the words of the navy and commerce. Economic reports that merchants entertained with the Levant meant that many words from overseas circulated and gradually increased in the Italian vernacular languages (Venetian merchants, for example, were the principal actors of the irradiation of byzantinisms). In fact the texts provide many earliest evidences, words or expressions testified here for the first time in Italian: merchant letters are important sources for the knowledge of ancient linguistic history.

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Attitudes towards Script and Script Revitalization: The Case of Glagolitic

In his current typological study on biscriptality in Slavic and non-Slavic languages, German Slavist Daniel Bunčić stated that Glagolitic script in Croatian does not have any linguistic function any more, since it is neither required to be read nor is it obligatory to teach it at schools (Bunčić 2016:99). Nevertheless, this oldest Slavonic script has been rediscovered in recent years as a means of communication in different text genres such as in tattoos and imprints (cf. Meyer 2015) as well as in emblems, souvenirs, and other commercial products (Bunčić 2016:99). Furthermore, the script is used in street signs, particularly in historical Glagolitic regions such as Istria and Dalmatia. The reuse of Glagolitic script has been mostly seen as an important feature of collective identity, both cultural and national (Nazor 2008, Bunčić *ibid.*), although the use of Glagolitic script was historically restricted both in regard to the geographic distribution (Bunčić 2016: 168) and the specific domain usage (only in liturgical texts). At the same time, the script as a linguistic resource has been adapted to economic use in a globalized world becoming, thus, a marketable commodity, e.g. in tourism (Coupland 2010, Jaworski & Thurlow 2010). The goal of this paper is to show how the attitudes towards the script influence the current semiotic values of the Glagolitic script and its revitalization. In terms of theory, the study draws on the sociolinguistic approach to language attitudes (cf. Garrett 2010). The methodological framework combines a quantitative (survey using Likert scale) with qualitative analysis (field research and interviews).

Keywords: Glagolitic script, attitudes towards script, revitalization

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Ako dočekamo sutra: Mogućnosti očuvanja jezika i identiteta Hrvata u Slovačkoj

Ključne riječi: (gradišćanski) Hrvati, Slovačka, očuvanje jezika

Gradišćanski Hrvati stara su hrvatska autohtona manjina koja danas živi na području triju država: Austrije, Mađarske i Slovačke. Unatoč zajedničkoj povijesti i korijenima, u svakoj od navedenih država gradišćanskohrvatska je zajednica imala poseban razvojni put u drukčijim društveno-povijesnim okolnostima, što je rezultiralo i određenim razlikama u jezično-identitarnom pogledu. Gradišćanski Hrvati u Austriji najbrojnija su od ovih triju zajednica. Za razliku od Austrije, hrvatska je zajednica u Slovačkoj s tek nekoliko stotina članova znatno manja. Međutim, valja istaknuti da se razlikuje broj onih koji se izjašnjavaju kao Hrvati i onih koji navode hrvatski kao materinski jezik, pri čemu su potonji nešto brojniji. Ujedno je i sama situacija nešto kompleksnija imajući na umu to da se ne identificiraju svi pripadnici hrvatske zajednice u Slovačkoj s gradišćanskohrvatskom zajednicom u Austriji. Ova je razlika posebno istaknuta s obzirom na geografski položaj naselja u kojima u nešto većem broju žive Hrvati (Hrvatski Jandrof, Čunovo, Devinsko Novo Selo i Hrvatski Grob) razdvajajući tako zajednicu i s obzirom na to radi li se o stanovnicima sjevernih ili južnih mjesta. U ovome izlaganju predstavljamo neke od rezultata terenskoga istraživanja provedenog među pripadnicima hrvatske zajednice u Slovačkoj, a koje je još u tijeku. Na temelju podataka iz korpusa sastavljenog od kvantitativnih i kvalitativnih podataka sakupljenih anketiranjem i intervjuiranjem ispitanika prikazujemo današnju situaciju u ovoj zajednici kad je riječ o jeziku i (manjinske) identitetu. U ovome radu promišlja se pitanje budućnosti hrvatskoga jezika zajednice s obzirom na neke obrasce uporabe jezika, stavove govornika o uporabi jezika te njegovoj budućnosti. Primjerima iz korpusa ilustriramo kako ispitanici razmišljaju o jeziku i identitetu, o vlastitom položaju u zajednici, o položaju hrvatske zajednice u širem kontekstu te o budućnosti hrvatskoga jezika, kulture i identiteta u Slovačkoj. Ujedno predstavljamo i rezultate prikupljene anketiranjem koji se primarno odnose na mogućnosti očuvanja jezika i identiteta hrvatske zajednice u Slovačkoj, s posebnim naglaskom na analizu podataka o etnolingvističkoj vitalnosti zajednice. Time ujedno problematiziramo i neke od teorijskih koncepata (npr. etnolingvistička vitalnost, ugroženost jezika, umiranje jezika, revitalizacija i sl.) i (ne)mogućnosti primjene nekih od njih na istraživanu zajednicu. Budući da očuvanje jezika i identiteta u prvome redu ovisi o članovima zajednice, odnosno govornicima, upravo njihova mišljenja i stavovi mogu nam dati određene smjernice za budućnost.

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If tomorrow comes: The possibilities of preserving language and identity of Croats in Slovakia

Keywords: (Burgenland) Croats, Slovakia, language preservation

Burgenland Croats are a Croatian autochthon minority which today inhabits the area of three countries: Austria, Hungary and Slovakia. Despite common roots in each of these countries the Burgenland Croatian community has been developing separately in different socio-historical contexts, which resulted in linguistic and identity differences. Burgenland Croats in Austria are the largest of these three communities. As opposed to Austria, the Croatian community in Slovakia with only several hundred members is considerably smaller. However, it should be pointed out that there are certain differences in numbers regarding ethnical identity and mother tongue: there are more members who consider Croatian their mother tongue than those who see themselves as Croats. The situation in Slovakia is more complex than in Austria since not all members of the Croatian community in Slovakia identify themselves with the Burgenland Croatian community in Austria. These differences are especially visible when the geographical position of settlements inhabited by a larger number of Croats (Hrvatski Jandrof, Čunovo, Devinsko Novo Selo i Hrvatski Grob) is taken into consideration, dividing the community into North and South.

Our main goal is to illustrate the current situation in the Croatian community in Slovakia regarding language and minority identity. In this presentation we will discuss some results obtained in an ongoing study conducted among its members. Our corpus comprises both qualitative and quantitative data collected using the questionnaire method and semi-structured interviews. This presentation focuses on the future of Croatian in the Croatian community based on the language usage, speakers' attitudes towards language usage and their thoughts on the future of this language. The examples from the corpus provide an insight into the attitudes of our informants towards language and identity, their own status in the community, the status of the Croatian community in a broader context, as well as towards the future of Croatian language in Slovakia, culture and identity. Moreover, we will analyse the data obtained from questionnaires regarding the possibilities of preserving language and identity of the Croatian community in Slovakia, with special attention given to the ethnolinguistic vitality of this community. Since the preservation of language and identity

primarily depends on the members of the community, i.e. speakers, their opinion and attitudes could enable us to make certain assumptions about the future trends.

Foreign Language Acquisition: Attitudes of Young Learners

Keywords: age, gender, and school, attitudes of young learners, the first foreign language.

The following paper presents the results of a research into the attitude of young learners toward the introduction of the first foreign language (FL 1) into the first cycle of one third of Slovenian public schools. FL 1 was introduced into the second grade of primary school. FL 1 was first introduced in the school year 2014/2015. FL 1 was previously taught using a variety of methods and approaches and on various levels, from pre-school level onwards. A Resolution on the national programme for language policy 2014–2018 was drawn up to offer guidelines to practitioners and academics alike with the aim of regulating the issue of early foreign language teaching. Pupils' attitudes towards the learning of FL 1 may vary significantly, which may affect heavily on the language intake and output. Hence, it was our aim to carry out a research into the attitudes of young language learners toward FL 1. 257 pupils were sampled in the first round of sampling and 230 in the second round of questioning, thus producing a sample of 487 second grade pupils. A descriptive, causal and non-experimental research paradigm was implemented in our research. Three research hypotheses were drawn up; RH 1: There are statistically significant differences in attitude of young learners toward the introduction of FL 1 regarding their gender, RH 2: There are statistically significant differences in attitude of young learners toward the introduction of FL 1 regarding their age, and RH 3: There are statistically significant differences in attitude of young learners toward the introduction of FL 1 regarding the school, where FL 1 is taught. The results show that we could almost entirely accept RH 3. Secondly, RH 2 could not be accepted due to the fact that statistical analyses showed no differences. Finally, the gender of participants seemed to have played the most significant role, since seven out of eleven items on the Likert scale caused significant differences in attitudes. We could therefore almost entirely accept RH 1.

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Contact with a contact language: linguistic change in Papapana and the implications for language maintenance

Keywords: contact-induced change, language maintenance, language endangerment

This paper investigates the consequences of language contact for Papapana, a severely endangered Austronesian language of Papua New Guinea (PNG). Language contact is pervasive in PNG, leading to both linguistic change (e.g. Evans&Palmer 2011) and language shift and endangerment (e.g. Kulick 1992). Historical contact with non-Austronesian language speakers has led to a partial shift from left-headed to right-headed typology in Papapana (Smith 2016a) while more recently, contact with the creole Tok Pisin has led to considerable shift, resulting in language endangerment (Smith 2016b). However, contact with Tok Pisin has also led to linguistic change, especially lexical change and calquing. This shows reversed influence, since Tok Pisin is a contact language which evolved from English and Austronesian languages. I analyse these changes and consider whether Tok Pisin lexical items are nonce borrowings or established loans. Furthermore, since the data comes from a documentation and description project, I reflect on writing a grammar, dictionary and educational materials for a language which exhibits such contact-induced change and in an endangerment context where attitudes towards the ‘dominant’ language are generally disparaging and vernacular education policies are almost impossible to implement. Except Jenkins (2005) and Schokkin (2017), little has been written about Tok Pisin influence on local vernaculars and thus this paper increases our understanding of not only contact-induced change and language maintenance in PNG, but also in other contexts worldwide where a creole may be dominant.

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Linguistic diversity on commercial signage in Malaysia

Keywords: Malaysia, linguistic diversity, commercial signage

Of the 32 million population in Malaysia, 68.8% are bumiputera, 23.2% are Chinese, 7% are Indian and 1% are categorised as Others (Department of Statistics Malaysia 2017). This population make-up is the result of social engineering by the British who ruled Malaya (now Malaysia) from mid 1800s to Independence in 1957. With economic developments in the tin and rubber industries in the 1900s, British rule advocated an import of foreign labour, particularly from China and India. Mass Chinese and Indian migration to Malaya had a significant impact on the social profile of Malaysia, resulting in the Malays, Chinese and Indians comprising the three main races in Malaysia. British rule also brought about a bilingual education system with English as the medium-of-instruction in government schools, Mandarin in Chinese independent schools and Tamil in Tamil schools, all of which laid the foundation for linguistic diversity and continuing bilingualism in the country. In 1970 Bahasa Malaysia (standard Malay) as the official language in Malaysia gradually replaced English-medium schools although English continues as a second language in the school curriculum. Adding to this linguistic mosaic are the use of Chinese dialects and Indian sub languages. Analysis of 25 shop signage revealed that when the business is of a general nature, for instance, clinics, the shop's signage would usually be in the three main languages: Malay, English, Chinese. However, when goods or services are for a targeted group, specific languages are used. Analysis of restaurant commercial signage show that Malay restaurants usually carry one or two languages (Malay only or Malay and Jawi/Arabic) targeting mostly Muslim customers. Indian restaurants carry one to four languages in their signage (English only or Malay only or Malay and English or Malay, English, Chinese and Tamil) as the food can be eaten by all races. Interviews with Indian and 'Portuguese' restaurant owners with English only signage indicate their strong preference or historical affiliation with being 'Western'. Most Chinese restaurant signage contain Chinese and English only: there is no need for Malay since the food is not halal for the Malays who are Muslims. Interestingly, we also found a few Chinese restaurants with their commercial signage in Malay only. Interviews with these Peranakan restaurant owners serving Nyonya (Malay creole) cuisine indicate that the signage in Malay signifies a different kind of 'Chineseness and creole identity. This presentation/paper reports on how the linguistic diversity found on the commercial signage of the different restaurants reflect the multi ethnic history and socio-cultural identity of its owners.

Linguistic diversity, assimilation and identity in the Chitty Melaka community, Malaysia

Keywords: Chitty Melaka, identity, linguistic diversity

Past research on the Chitty Melaka creole community (Rathabai, 1992; Noriah, 2006; Dhoraisingam, 2006; Pillai, 2016) indicate that the community is undergoing the process of assimilating into other communities in Malaysia particularly so with the practice of inter-marriage with other groups outside the circle of the Chitty community. As part of a larger project investigating the maintenance of language, culture and identity in the community, this presentation will focus on the negotiation of identity amongst members of the Chitty community as they undergo the process of assimilation and interaction with the different multicultural communities in Malaysia. Data drawn from interviews with members of the Chitty community reveal that the older and younger generations have differing perspectives on linguistic diversity and its relation to the identity of being Chitty. It is in different social contexts that most identities are constructed and negotiated thus in our analysis, besides evaluating the responses in the interviews that signify a sense of who they are, we also looked at how the celebration of two important Chitty festivities, namely the Bhogi Parchu and Sembahyang Dato Chachar, are vital platforms for the manifestation and maintenance of the Chitty culture and identity and how the younger 4th generation especially the children of mixed marriages negotiate their mixed identity in the face of assimilation into their 'other' communities. Identity is 'the everyday word for people's sense of who they are. It is about sameness with others and uniqueness of the self' (Djite, 2006: 6). In this study, we argue that the issue of assimilation and identity in minority communities such as the Chitty Melaka community needs to be analysed and discussed in relation to not only the mainstream Indian community to which their Indian names, Indian spouses and Hindu faith affiliate them to but also against the larger context of ongoing multiculturalism and linguistic diversity in Malaysia.

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Sociolingvistička analiza krčkoga mletačkog idioma/Sociolinguistic analysis of the Venetian speech of Krk

Ključne riječi: mletački, Krk, sociolingvistika

Dolaskom Slavena na otok Krk romansko se stanovništvo povuklo u zidine grada Krka, a posljedica tadašnjih slavensko-romanskih dodira jedna je varijanta dalmatskoga jezika, tzv. veljotski. Venecija u 10. i 11. st. jača kao pomorska i trgovačka sila te se na jadranskoj obali – posebno u gradovima, pod njenim utjecajem razvijaju tzv. mletački kolonijalni jezici. Ni u gradu Krku situacija nije bila drugačija te je on tijekom povijesti jedina romanska enklava na otoku (Fiorentin 1993). Ponajprije je bio grad u kojem se govorio veljotski sve do 19. st. (Bartoli 1906/2000), a zatim grad u kojem se rabi(o) mletački. Potonji je jezik grada Venecije koji se pomorskim putovima u vrijeme Mletačke Republike proširio i na istočnu jadransku obalu. Naziv kolonijalni mletački (Colonial Venetian) u uporabu je uveo američki slavist Charles E. Bidwell 1967. godine. Pridjev kolonijalni odabrao je budući da nije riječ o autohtonom govoru koji se izravno razvio iz latinskoga, već je uvezen iz Venecije nadjačavajući slavenske ili romanske autohtone jezike. Osim navedenoga izraza, za kolonijalni mletački rabe se i drugi nazivi: East Venetian (Kahane, Koshansky 1953; Kahane, Tietze 1958), veneziano "de là da mar" (Folena 1968-1970), veneziano oltremare (Ursini 1987). Danas tek nekolicina (starijih) ljudi u gradu Krku govori još mletačkim idiomom, dok ostali mještani rabe neku vrstu čakavskoga koinea u kojemu se očituju opće čakavske značajke otoka Krka. Treća skupina mještana rabi neku vrstu urbanoga idioma koji se postupno približava hrvatskom standardnom jeziku. Ovu posljednju skupinu čine stanovnici koji su se doselili na otok, ili mlađe stanovništvo porijeklom iz grada Krka čiji je govor pod velikim utjecajem hrvatskog standardnog jezika i riječkog urbanog govora (Kapović 2004) koje usvajaju putem škole i javnih medija (Lukežić, Turk 1998). Ovaj će rad biti prilog sociolingvističkoj slici krčkoga mletačkog idioma danas u odnosu na onu iz prošloga stoljeća. Cilj je dakle ovoga rada sociolingvističkim upitnikom utvrditi trenutni broj govornika krčkoga mletačkog idioma te na temelju rezultata navedenog istraživanja podastrijeti parametre o njegovoj aktualnoj uporabi.

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Sociolinguistic analysis of the Venetian speech of Krk

Key words: Venetian, Krk, Sociolinguistics

With the arrival of Slavs to the island of Krk the Roman population withdrew within the city walls of the city of Krk and as a consequence of the Slavic-Romance contact at the time the so called Vegliot language, a variant of the Dalmatian language, was created. In the 10th and 11th centuries Venice established itself as a maritime and trading power and consequently Venetian colonial languages have developed on the Adriatic coast, especially in cities. The city of Krk was no exception to this and throughout history it remained the only Romance enclave on the island (Fiorentin 1993). In the city Vegliot was spoken until the 19th century (Bartoli 1906/2000), when it was replaced by Venetian. The latter is the language of the city of Venice which, at the time of the Venetian Republic, spread through maritime routes to eastern Adriatic coast as well. The term colonial Venetian was introduced by an American expert of Slavic language and culture Charles E. Bidwell in 1967. The adjective colonial was chosen due to the fact that it was not an autochthonous language originating from Latin but it was imported from Venetia, overpowering Slavic or Romance autochthonous languages. Besides this one, other terms are also used for colonial Venetian: East Venetian (Kahane, Koshansky 1953; Kahane, Tietze 1958), veneziano "de là da mar" (Folena 1968-1970), veneziano oltremare (Ursini 1987). Today only a few (older) people in the city of Krk still speak the Venetian idiom, while others use a kind of a Chakavian koine that manifests general Chakavian features of the island of Krk. The third group of locals uses a kind of urban idiom that is gradually approaching standard Croatian language. This last group is made up of newcomer settlers or the younger population from the city of Krk whose speech, via schooling and the public media (Lukežić, Turk 1998), is greatly influenced by standard Croatian and the urban vernacular of the city of Rijeka (Kapović 2004).

This paper will contribute to the sociolinguistic image of the Venetian speech of Krk today with respect to its image in the previous century. Therefore, the aim of this paper is to determine via a sociolinguistic questionnaire the current number of speakers of the Venetian speech of Krk and, based on the results, to present parameters of its actual use.

Brozovićev Jezik današnji pola stoljeća kasnije: jezična znanost ili jezična ideologija?

Ključne riječi: jezično planiranje, jezične ideologije, ideologija standardnog jezika

Kao jedan od najpoznatijih hrvatskih lingvista, Dalibor Brozović svojim je brojnim radovima odigrao ključnu ulogu u oblikovanju percepcije standardnog dijalekta u Hrvatskoj, posebice svojom poznatom definicijom standardnog jezika (1970, 2006), koja se redovito i nekritički navodi kao deskriptivna i neutralna iako je zapravo ideološka. Brozović je u tjedniku Telegram objavljivao i članke jezične tematike namijenjene široj publici, 2016. godine ponovno objavljene u obliku knjige, *Jezik današnji 1965–1968*. U ovom radu analizirat ćemo jezične ideologije tih tekstova iz perspektive kritičke analize diskursa (Verschueren 2012) kako bismo odgovorili na dva temeljna istraživačka pitanja: (1) je li pristup jezičnoj građi deskriptivan ili preskriptivan? i (2) koje se jezične i izvanjezične ideologije promiču u tim tekstovima? Rezultati istraživanja ukazuju na veliku prisutnost preskriptivnog pristupa jezičnoj građi, a članci promiču raznolike jezične ideologije. Među njima su (1) ideologija standardnog jezika, (2) ideologija monoglosije, (3) ideologija monosemoformije, (4) ideologija komunikacije kao telementacije, (5) ideologija objektivnog prikazivanja stvarnosti putem jezika i (6) pojam jezične kulture kao strategija normalizacije ideoloških pogleda. U tekstovima se promovira i (7) jezična nesigurnost i šizoglosija, (8) stigmatizacija prosječnih govornika, trivijalne formalne varijacije te raznih oblika nestandardne jezične proizvodnje, a (9) brisanje jezične građe provodi se kao znanstveni postupak. Iako navedeni rezultati predstavljaju ideološki pogled na jezični materijal, može se pretpostaviti da ih je šira javnost, a i velik dio struke, percipirala kao znanstvene, neutralne i objektivne poglede s obzirom na to da su plasirani iz pozicije autoriteta uglednog lingvista. Ovo istraživanje pokazuje (1) da se ti tekstovi ne mogu smatrati neutralnom i objektivnom analizom pitanja standardnog i nestandardnog jezika, (2) da su ideološki stavovi koji se u njima iznose vrlo slični onima koje moderni preskriptivisti još i danas prezentiraju kao znanstvene, što znači (3) da je potrebno promicati raspravu o jezičnim i izvanjezičnim ideologijama koje se zagovaraju pojedinim oblicima diskursa. Budući da su navedene ideologije štetne su za sve govornike hrvatskoga jezika, sudionici rasprava o jezičnoj politici i jezičnom planiranju trebali bi promisliti o prikladnosti pojedinih pogleda, metafora i konceptualizacija jezika/â, kao i o vlastitoj ulozi u normalizaciji ideoloških teza u javnom prostoru.

Brozović's Jezik današnji half a century later: Linguistic scholarship or linguistic ideology?

Keywords: language planning, linguistic ideologies, ideology of the standard language

As one of Croatia's best-known linguists, Dalibor Brozović played a major role in shaping the perception of the standard dialect in Croatia through his numerous publications, especially with his well-known definition of the standard language (1970, 2006), which is regularly and uncritically cited as descriptive and neutral although it is in fact ideological. Brozović also used to publish articles on language aimed at the general public in the weekly newspaper *Telegram*, which were republished in 2016 as a single volume, *Jezik današnji* [The Language of Today] 1965-1968. This paper will analyze the linguistic ideologies of these texts from a critical discourse analysis perspective (Verschueren 2012) in order to answer two basic research questions: (1) Is the approach to language data descriptive or prescriptive? and (2) What linguistic and extralinguistic ideologies are promoted in these texts? The findings indicate a strong presence of the prescriptive approach to language data, while the articles promote various linguistic ideologies. These include (1) the ideology of the standard language, (2) the monoglossic ideology, (3) the ideology of monosemoformy, (4) the ideology of communication as telementation, (5) the ideology of objective representation of reality through language, and (6) the concept of *language culture/cultivation* as a strategy for normalizing ideological views. The texts also promote (7) linguistic insecurity and schizoglossia, (8) the stigmatization of average speakers, of trivial formal variation, and of various forms of non-standard language production, while (9) the erasure of language data is carried out as a scholarly procedure. Although these findings present an ideological view on language data, one can assume that the general public, as well as a large part of the profession, has perceived them as scholarly, neutral, and objective views, given that they were presented from a respectable linguist's position of authority. This study shows that (1) these texts cannot be considered a neutral and objective analysis of issues concerning standard and non-standard language, (2) the ideological views that they present are very similar to those which modern-day prescriptivists still portray as scholarly, which means that (3) we need to encourage public debate about linguistic and extralinguistic ideologies promoted through various forms of discourse. Since these ideologies are harmful to all speakers of Croatian, participants in debates on language policy and language planning should reflect on the adequacy of certain views, metaphors, and conceptualizations of language(s), as well as on their own role in normalizing ideological claims in the public sphere.

Opojmljivanje iskustva svetoga u hrvatskoj fantastičnoj prozi

Ključne riječi: iskustvo svetoga, fantastična proza, pojmovna metafora

Apstraktno i subjektivno, iskustvo svetoga prethodi materijalizaciji u riječi, koja je dodatno otežana udaljenošću iskustva od stvarnosti povezane s tijelom. Kao posljedica, pri preoblikovanju iskustva u riječi nastaju strukture sadržajno i smisleno proturječne, zatvorene u same sebe, negiraju načela uzroka, posljedica, logiku tijelom uvjetovane stvarnosti. Kognitivna lingvistika, deautomatizirajući i objašnjavajući načine na koje se apstraktni pojmovi oblikovani u mislima preoblikuju i prevode u jezični kod, znanost je koja prepoznaje obrasce kategoriziranja i opojmljivanja uobičajene u diskursu obilježenom izražavanjem iskustva svetoga. Pri jezičnome izražavanju iskustva svetoga ključnu ulogu ima metaforičnost mišljenja, koja omogućuje sklapanje značenja na temelju iskustava nazvanih objektivnima. Istraživanje konceptualne metafore otvara mogućnost proučavanja jezičnih značajki diskursa kojima se pokušavaju opojmiti apstraktna područja iskustva svetoga. U djelima nereligijske tematike prepoznaju se jezični izrazi podudarni izrazima opojmljivanja iskustva svetoga. Nastojanje da se transcendira, nadiđe ovozemaljska ograničenost, karakterizira djela fantastične književnosti. Objašnjenje za shvaćanje pojedinih motiva kao posljedica potrebe za izražavanjem iskustva svetoga povezujemo s prirodom izraza kojima su izraženi. Sveto izraženo metaforom ostvareno je kroz jezični kod fantastične književnosti koji slijedi strukturu oblikovanja mitova utemeljenu na jezičnoj nemogućnosti predočavanja predmeta, ostvarenu akomunikativnim i antikomunikativnom jezičnim izrazima. Mitska svijest na kojoj je utemeljena fantastična književnost u vječnoj je potrazi za jezičnim sredstvima iskazivanja neiskazivoga. Pojmovne metafore i način na koji su oblikovane pri izražavanju pojedinih iskustava opisanih u djelima fantastične književnosti prožimaju podjednako mišljenje i jezično izražavanje. Jezične strukture fantastične književnosti posežu za pojmovnim metaforama, neizbježno prenoseći iz mitova preuzete sklonosti izražavanja i opisivanja iskustava koja svojim obilježjima odgovaraju iskustvima svetoga. U svim razdobljima hrvatske književnosti fantastična književnost bila je prisutna i gradila je metaforičan diskurs utemeljen na mitskom načinu mišljenja. Hrvatski književnici koji su stvarali na prijelazu 19. u 20. stoljeće te oni čija su djela napisana u 20. stoljeću posežu za pojmovnim metaforama, stavljajući ih u nove prostorno-vremenske i društveno uvjetovane okvire, a zadržavajući mitsku strukturu gradnje izraza i značenja metaforičkog opojmljivanja iskustva svetoga.

Asymmetric multilingualism in the Renaissance Ragusa: diaphasic variation and contact-induced change

Keywords: multilingualism, language extinction, variation

In a linguistically complex environment, such as Ragusa (Ser-Cro. Dubrovnik), we find Ragusan, Serbo-Croatian, Venetian and Italian interweaving among each other and occurring within divergent contexts. By virtue of such a miscellaneous setting, diaphasic variation is one of the key factors to consider in the attempt of describing the Ragusan Renaissance case. It is manifested through various communicative situations and consists of different ways in which a message is realized in relation to the feature of the specific context and in a specific situation. Concerning Ragusa, the co-existence of four different languages within the same environment forces us to reflect more into detail on social and linguistic stratification and on the outcomes of their prolonged contact. As a consequence, there is a radical change in their social position and role that moved from a consistent use of Ragusan to its death and to having Serbo-Croatian as the new substrate, in addition to Venetian and Italian as superstrates. In my talk, I would like to present the results of a synchronic study based on the analysis of both quantitative and qualitative data pulled from a literary corpus reflecting the linguistic society of Ragusan Renaissance. The research focuses on the following issues: 1) the stratification of languages and their role within Ragusan society; 2) a hypothesis of an asymmetric multilingualism due to their unequal use; 3) the analysis of elements of variation caused by language contact. Apart from a simpler variation due to the context, a consistent use of both inter-sentential and intra-sentential code-switching, that was widespread across its Renaissance community, is a clear sign of a multilingual society. According to Bower (2010: 343), “truly symmetric multilingualism is sometimes argued to be quite rare. That is, the argument goes that in cases where the whole community speaks more than one language, the multilingualism is redundant and at some point it becomes unstable and language shift occurs.” Calques, phonological adaptations, word order issue and new combinatorial morphological creations containing a Romance root and a Slavic derivational morpheme, such as: It. spacciarsi > spačati se or It. accomodarsi > akomodavati se, will be zoomed through additional examples in order to highlight the underlying contact and change strategies.

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PANEL 1: LINGUISTIC DIVERSITY IN LANGUAGE DEVELOPMENT | JEZIČNA RAZNOLIKOST U JEZIČNOM RAZVOJU

The panel is conceived as a collection of papers reporting on linguistically oriented empirical studies into language development – monolingual and bi-/multilingual, native and non-native, typical and atypical. The studies in mind are those whose primary goal is to look at factors influencing the acquisition and attrition of different linguistic phenomena – phonological, morphosyntactic, lexical, semantic, discourse and pragmatic. Papers adopting a variety of theoretical perspectives and methodological approaches and looking into different languages and language combinations are welcome. Papers dealing with less commonly studied languages and language combinations are particularly welcome.

Panel je zamišljen kao skup radova u kojima se iznose rezultati lingvistički orijentiranih empirijskih istraživanja jezičnoga razvoja – jednojezičnoga i dvo-/višejezičnoga, razvoja materinskoga i nematerinskoga jezika, urednoga i netipičnoga razvoja. Imaju se u vidu istraživanja čiji je osnovni cilj proučavanje čimbenika koji su važni za usvajanje ili zaboravljanje različitih jezičnih pojava – fonoloških, morfosintaktičkih, leksičkih, semantičkih, diskursnih i pragmatičkih. Dobrodošli su radovi koji zauzimaju različite teorijske perspektive i prihvaćaju različite metodološke pristupe, i koji se bave različitim jezicima i jezičnim kombinacijama. Radovi koji se bave manje proučavanim jezicima i jezičnim kombinacijama osobito su dobrodošli.

Panel leader | Voditelj panela
Kraš, Tihana, University of Rijeka

Studies on the acquisition of English articles in early EFL learning

Key words: English articles, young EFL learners, acquisition

The category of definiteness/indefiniteness is often seen as a linguistic universal (Chomsky, 2000; Silić, 2000) that exists in every human language, but expressed with different linguistic means and patterns in different languages. In the English language this category is grammaticalized in the articles (Zergollern-Miletić, 2008). The lack of articles in the learners' L1 presupposes constraints and difficulties in article choice. Since Croatian lacks an article system, the acquisition of English articles is a problem to the most of EFL learners. This paper explores the problem that young EFL learners might have with their acquisition, by giving the analysis of the previous studies (Zergollern-Miletić, 2015; Balenović, 2012, 2015) on the acquisition of English articles among young learners in Croatia. The paper also deals with the analysis of the use of the English articles by primary school learners in written tasks. Most pupils involved in this research started learning English at the very beginning of their education, while a smaller number of them started learning English in the fourth grade as their second foreign language. A total of 76 students (grades 5 and 8) from six different classes (schools) were included in this research. The initial hypothesis is that correct use of articles increases as the learners' overall L2 proficiency increases, i.e. due to longer exposure to L2 learning, the correct use of articles also increases. We also assume that learners who started learning English in the fourth grade used articles with higher accuracy than the ones who started learning English in the first grade. The participants involved in this research were asked to describe the picture showing everyday life scenes and to write a short composition. A qualitative analysis was carried out using error analysis, i.e. proper/wrong use or omission of the article. The findings confirmed the initial hypotheses, i.e. the correct use of articles increases over the years of EFL learning. There is also a need for developing learners' awareness of the existence of the category of definiteness/indefiniteness (ibid) in every human language (e.g. English/Croatian). Research results showed that our participants were becoming aware of the existence of English articles (they understand that nouns should be preceded by articles). But, we also found very frequent incorrect usage (e.g. omission/substitution of articles), which is in line with previous findings (Trenkić, 2002, Balenović, 2012, 2014).

Writing development in two languages: Creative use of P'urhepecha and Spanish language skills in a Michoacán (Mexico) primary school

In theory, literacy skills in a first and second (or additional) language influence each other through an underlying linguistic competence (Cummins, 1981, 2000). Similarly, the development of receptive and productive skills in both speaking and writing should all be interrelated in a biliteracy context (Hornberger, 1989, 2003). In this paper we explore the development of writing skills in P'urhepecha and Spanish in the context of two P'urhepecha communities in Michoacán, Mexico where P'urhepecha is the main home language. In the face of immense pressure from Spanish, the national language, a group of educators are committed to prioritizing P'urhepecha in the two local primary schools (Hamel et al. 2004, Hamel & Francis, 2008). We focus on the biliteracy development of a group of 4th grade students at one of these schools. P'urhepecha is a language isolate, with a completely suffixing, agglutinative structure, thus linguistically quite distinct from Spanish. Preliminary analysis of writing samples in P'urhepecha has highlighted the students' ability to creatively represent their colloquial version of the language, including lexical borrowings from Spanish incorporated into their complex native-language grammatical system (Bellamy & Groff, forthcoming). We now extend the qualitative analysis to written production in both P'urhepecha and Spanish, first separately and then comparatively, focusing on patterns in writing conventions, morphological complexity, and lexical borrowing. In both languages, the students find creative and unconventional ways to represent oral language in writing, for example through the use of fixed expressions, phonological rather than accepted spellings, and a general lack of punctuation. P'urhepecha writing skills are clearly stronger than Spanish writing skills, instantiated in the longer, more expansive texts, greater coherence and more variation in vocabulary and tenses. The typical P'urhepecha narrative technique of linking clauses with the coordinator 'and' is present in both languages. Yet borrowings from Spanish are incorporated into P'urhepecha texts, while the reverse is not the case. These features likely reflect the emphasis placed on the indigenous language and the focus on content-based learning in the school context. Taking into account the context and development of biliteracy, our qualitative analysis provides perspective on what the students are able to do beyond a simple error analysis, which would yield a discouraging picture of student language skills, especially the choppy, unconventional Spanish writing. We discuss theoretical implications of the transfer of literacy skills between diverse languages as well as practical implications for bilingual educators.

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Impact of the task while collecting the data: The case of L2 acquisition of relative clauses in European Portuguese by Chinese speakers

Considering that variability in Interlanguage grammars is mentioned in previous literature since the 80's (Bialystok, 1982; Tarone, 1983; a.o.), I have conducted an exploratory study aiming to assess which variables influence the results obtained in L2 acquisition experimental design, inspired by Perpiñán (2013). I have considered the acquisition of Direct Object (DO) and Oblique (Obl) Relative Clauses (RCs) in European Portuguese (EP) by Chinese speakers (L1). Notice that, in Chinese, RCs are head-final, whereas in EP they are head-initial. Both languages have DO gap RCs, introduced by a complementizer ((1) and (2)), although non-standard EP licenses a resumptive pronoun (3), which is optional in standard Chinese (2). OblRCs are introduced by a complementizer DE (的) in Chinese, having a mandatory resumptive pronoun (4), whereas in EP they are introduced by relative pronouns, involving obligatory piedpiping (5). In non-standard EP, Obl RCs with null-preposition (6) and resumption (7) are somewhat common (Alexandre, 2000; Arim et al, 2004; Duarte, 2013; Peres & Móia, 1995, a.o.). The experiments were applied in an experimental group (Chinese participants) and a control group (native speakers), including an oral sentence completion task (after a visual stimulus) and a written sentence combination task. The Chinese participants receive formal instruction in EP, but they are in linguistic immersion (being exposed to standard and non-standard EP). I predicted more accurate results in written than in oral tasks for both groups (Perpiñán, 2013; Sanz, 1977, a.o.). Namely, I expected that oral tasks triggered implicit knowledge (Ellis, 2005; Rebuschat & Williams, 2012, a.o.), showing a higher rate of non-standard productions, since the input in EP shows variation and, in a more demanding context, the different possibilities provided by the input may arise. On the other hand, I predicted that written tasks activated explicit knowledge, with a higher percentage of pied-piped Obl RCs and DO RCs with a gap. As for the linguistic structure, my prediction was that DO RCs would have more target-like results than Obl RCs. Indeed, the oblique position is one of the hardest to relativize, following Keenan and Comrie's accessibility hierarchy (1977), and pied-piping in Obl RCs is a costly operation (for different approaches, see Alexandre, 2000 and Kenedy, 2007). Although the results partially matched my predictions, somewhat unexpectedly, the control group had less accurate results than L2 participants. Such outcomes raised other questions regarding the influence of variation in the input that will be discussed.

Data: (1) O sumo que eu comprei é delicioso. DET juice COMP 1SG buy-PRF.1SG be-PRS.3SG delicious 'The juice that I bought is delicious' (2) ni qin-le (ta) de na-ge nanhai 2SG kiss-PRF (3SG) DE that-cl boy 'The boy that you kiss (him)' (Yang 2016: 20) (3) Eles são dois jogadores que eu os vejo 3PL be-PRS.3PL two players COMP 1SG them see-PRS.1SG partir with sadness go-INF com tristeza. 'They are two players that I see them go with sadness' (Alexandre 2000: 58) (4) wo dui *(tai) hen bucuo de na-wei pengyou 1SG to 3SG very not.bad DE that-cl friend 'The friend to whom I am very kind' (Pan 2016: 287) (5) O rapaz com quem falei vem à festa.

DET boy with whom speak-PRF.1SG come-PRS.3SG to DET party. ‘The boy with whom I spoke comes to the party.’ (6) Comprei o livro [Ø] que me falaste. buy-PRF.1SG DET book that me tell-PRF.2SG ‘I’ve bought the book that you told me [about].’ (7) O livro que eu falei dele é interessante. DET book that 1SG talk-PRF.1SG about it be-PRS.3SG interesting ‘The book that I’ve talked about it is very interesting.’

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Morfološko bogatstvo u hrvatskome kao podrška jezičnoj proizvodnji: odnosne rečenice u predškolskoj i ranoj školskoj dobi

Ključne riječi: odnosna rečenica, sintaktički pomak, morfološke osobine

Usvajanje odnosnih rečenica kao jednih od najsloženijih rečeničnih struktura prekretnica je u dječjem jezičnom razvoju, što ih čini predmetom mnogih međujezičnih istraživanja. Posebno su se, unutar različitih teorijskih struja, proučavale atributne odnosne rečenice (pregled, primjerice, Arnon, 2011.). Sve one ističu više čimbenika koji utječu na sposobnost ovladavanja ovim strukturama te se usmjeravaju na razlike u težini ovladavanja različitim vrstama odnosnih rečenica. Vjerojatno je najvažniji proučavani čimbenik vrsta atributnih odnosnih rečenica, s obzirom na ulogu odnosne zamjenice u rečenici (subjekt ili objekt). Ova se razlika unutar generativističkih teorija objašnjava pomoću sintaktičkog pomaka koji se može dogoditi iz subjektnog ili objektnog položaja, pri čemu se za obradu lakšim smatra subjektni pomak. Sintaktički pomak jedan je od čimbenika koji utječe na usvajanje i obradu odnosnih rečenica, što se pokazalo u brojnim istraživanjima tipološki različitih jezika. Međujezična istraživanja, posebice na morfološki bogatim jezicima, ističu i različite morfosintaktičke elemente kao čimbenike u usvajanju i obradi odnosnih rečenica. Među njima su morfološko označavanje padeža odnosne zamjenice te označavanje roda odnosne zamjenice i imenica, koji se, posebice u morfološki bogatijim jezicima, pokazao kao vrlo značajan čimbenik (npr. Belleti i sur., 2012.; Stavrakaki i sur., 2015.). Razlika u rodu imenica unutar rečenice omogućava lakše prepoznavanje ciljne imenice. Ovim se radom željelo istražiti utječu li i na koji način sintaktički pomak i morfološka oznaka roda na proizvodnju atributnih odnosnih rečenica i u hrvatskom jeziku. Pretpostavljalo se da će rezultati govoriti u prilog lakšoj proizvodnji rečenica s pomakom iz subjekta (naspram rečenica s pomakom iz objekta) te rečenica s razlikom u rodu imenica (naspram rečenica s jednakim rodom imenica). U istraživanju je sudjelovalo 301 dijete starosti 2;0 – 7;5 godina. Zadatak je bio prema modelu proizvesti 14 umetnutih atributnih odnosnih rečenica. Podaci su bili prikupljeni u sklopu prestandardizacijskog ispitivanja za test jezičnog razumijevanja i proizvodnje Nova Reynell razvojna jezična ljestvica – NRDLs-HR (Kuvač Kraljević i sur.; izdavač: Naklada Slap). Odnosne rečenice s pomakom iz subjekta djeca su proizvodila značajno bolje od odnosnih rečenica s pomakom iz objekta. Osim toga, rečenice u kojima se rod imenskih riječi razlikovao djeca su proizvodila značajno bolje od onih koje su činile imenice jednakog roda. Rezultati omogućuju bolje razumijevanje sintaktičkih i morfoloških čimbenika koji utječu na dječju sposobnost proizvodnje tih složenih struktura te daju smjernice za buduća istraživanja atributnih odnosnih rečenica u hrvatskom jeziku.

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Croatian morphological richness supporting language production: Relative clauses in preschool and early school age

Key words: relative clauses, syntactic movement, morphological features

Acquisition of relative clauses as one of the most complex syntactic structures is a milestone in child language development. That makes them the subject of many crosslinguistic studies. Among them, attributive relative clauses have been studied extensively, and within different theoretical approaches (overview, e.g. Arnon, 2011). All approaches point out several factors that affect the ability to master these structures. The main feature that differentiates types of relative clauses is the role of the relative pronoun, which can be the subject or the object. Within generative theories, the difference in the types of relative clauses is explained by the syntactic movement that can occur from the subject or object position, which means that relative clauses can be subject clauses or object clauses, whereby the subject relatives clauses are easier to process. The syntactic movement has been confirmed as one of the factors that influences the acquisition and processing of the relative clauses in research in many languages. Crosslinguistic research also shows that different morphosyntactic elements, such as morphological marking of relative pronoun's case and gender of noun phrases, influence the acquisition and processing of the relative clauses. Gender has proved to be a significant factor, particularly in morphologically rich languages (e.g. Belletti et al., 2012; Stavrakaki et al., 2015). Gender differences within sentence make it easier to recognize the target noun. The aim of this paper was to explore the influence of the syntactic movement and the noun phrases gender in the production of attributive relative sentences in Croatian. It was expected that the results would show easier production of subject in opposition to object relatives and sentences with different gender noun phrases in opposition to those with the same gender noun phrases. The study included 301 children aged 2;0 – 7;5. The children were asked to produce 14 embedded relative clauses according to a model sentence. The data were collected as part of the prestandardisation of the Croatian version of the New Reynell Developmental Language Scales (Kuvač Kraljević et al.; publisher: Naklada Slap). Subject relatives were produced significantly better than object relatives, as well as the sentences with different gender noun phrases. The results allow for better understanding of the syntactic and morphological features affecting the child's ability to produce these complex structures and provide guidelines for future research of attributive relative sentences in Croatian.

Mehanizam prefigiranja smjernog značenja u mađarskome - izazovi u podučavanju mađarskoga kao inog jezika (MIJ)

Ključne riječi: mađarski kao ini jezik, usvajanje jezika, glagolski prefiksi, modifikatori smjera

U usporedbi sa slavenskim jezicima u mađarskome sustav glagolskih prefikasa obilježava niz posebnosti. Mađarski jezik ima bitno veći broj prefikasa i prefiksoidnih elemenata, a mehanizam prefigiranja također podliježe karakterističnim gramatičkim, semantičkim i pragmatičkim pravilima. Riječ je o skupini elemenata čiji prototipski članovi predstavljaju prijelaznu kategoriju između riječi i afikasa, a nerijetko se odvajaju od samoga glagola. Osim toga, u mađarskom je prefiksima moguće izraziti veoma kompleksne pojmovne sadržaja kakve drugi jezici mahom izražavaju prilogom ili imeničkim konstrukcijama, čak i kad u svom gramatičkom sustavu imaju prefikse. Uz ove različitosti zajednička je osobina prefigiranih glagola, kako u slavenskim, tako i u mađarskom jeziku, da je velik dio tih sklopova semantički neproziran. Budući da te konstrukcije predstavljaju poseban izazov u podučavanju i ovladavanju jezicima kao inima, o takvim posebnostima prefigiranja u mađarskome objavljen veći broj radova, kako u lingvističkim, tako i u glotodidaktičkim okvirima. Međutim, u ovladavanju mađarskim kao inim jezikom u hrvatskom okruženju na planu uporabe prefikasa postoji još jedna kritična točka koja proizlazi iz različite distribucije prefikasa smjernog značenja uz određene glagole u dva jezika. Naime, mađarski prefiksi koji zadržavaju značenje smjera udružuju se s osjetno širim krugom glagola, nego prefiksi identičnih funkcija u hrvatskom jeziku, pridodajući koncept 'usmjerenosti k nečemu' i onim glagolima koji sami po sebi ne ocrtavaju koncepte kretanja ili pozicioniranja (npr. m. 'áthív' = h. pozvati nekoga da prijeđe iz druge prostorije; m. 'bekiabál' = h. vikati prema unutrašnjosti neke prostorije; m. 'felcsenget' = h. pozvoniti iz prizemlja nekome tko stanuje na katu). Naše iskustvo u podučavanju također pokazuje da se kod usvajanja mađarskog kao inog jezika ti mehanizmi prefiksacije (prefiks smjernog značenja + glagol koji ne izražava kretanje) teže automatiziraju u aktivnoj uporabi, unatoč semantičkoj prozirnosti i razmjerno lako provedivoj tvorbi. Kako bismo dobili što precizniju sliku o opsegu poteškoća u usvajanju ove prefiksacijske sheme, odnosno suzdržavanja od njezine uporabe, izradili smo jezični test za studente diplomskog studija hungarologije pomoću kojeg ćemo pokušati utvrditi imaju li jednak „oprez” prema svim prefiksima smjernog značenja u uporabi s glagolima koji ne označavaju kretanje ili se određeni prefiksi izdvajaju na tom planu. S druge strane, pokušat ćemo dobiti odgovor i na pitanje utječu li na ovakav stav konceptualne strukture samih glagola, tj. postoje li određene semantičke skupine glagola kod kojih ova vrsta prefigiranja nailazi kod studenata na veći otpor.

Prefixation mechanism with directional prefixes - challenges in teaching hungarian as a foreign language

Keywords: Hungarian as a foreign language, language acquisition, verbal prefixes, directional modifiers

In comparison with Slavic languages, the verbal prefixation system is marked with a series of particularities in the Hungarian language. Hungarian has a significantly larger number of prefixes and prefixal elements, and the prefixation mechanism is also subject to characteristic grammar, semantic and pragmatic rules. We are dealing with a group of elements whose prototype items represent a transitional category between a word and an affix, and which are often separated from the verb itself. In addition, Hungarian has the possibility to express extremely complex concepts which other languages mostly express with adverbs or noun structures, even in cases when prefixes are present in their grammar system. Along with these distinctions, a common trait of prefixed verbs, both in Hungarian and Slavic languages, is that significant part of these compounds is semantically opaque. Since these structures present a special challenge in teaching and acquiring foreign languages, a considerable number of papers has been published on such prefixation particularities in the Hungarian language, both within linguistic and glottodidactic frames. However, if learning Hungarian as a foreign language in Croatian environment is taken into consideration regarding prefix usage, there is another critical point which stems from different distribution of directional prefixes with certain verbs in the two languages. Namely, Hungarian prefixes which retain the meaning of direction can be joined with a much larger number of verbs than the prefixes with identical functions in the Croatian language, attributing a concept of “direction toward something” and with those verbs to which the concepts of movement and positioning are not inherent (e.g. Hu 'áthív' = Cro *invite someone to move from one room to another*; Hu 'bekiabál' = Cro *shout toward the middle of the room*; Hu 'felcsenget' = Cro *to ring the bell from the ground floor to someone who lives on the upper floor*). Our experience in teaching also shows that, in acquiring Hungarian as a foreign language, such prefixation mechanisms (directional prefix + non-movement verb) are automated with more difficulties in the active use, despite semantic transparency and relatively easy formation.

In order to obtain as precise image as possible on the scope of difficulties in acquiring this prefixation scheme, i.e. refraining from its use, we have devised a language test for graduate students of Hungarian studies, which will be used in an attempt to determine whether they have the same “caution” toward all directional prefixed used with non-movement verbs, or certain prefixes stand out from that frame. On the other hand, we will also try to obtain the answer to whether conceptual structures of the verbs themselves affect such attitude, i.e. whether there are certain semantic verb groups where which students show larger resistance to such prefixation.

Subject pronoun interpretation in Croatian: Evidence from older children

Keywords: subject pronouns, Croatian, monolinguals

This paper reports the results of an experimental study into the interpretation of subject pronouns in ambiguous intra-sentential contexts in Croatian. Being a null-subject language (like Italian), Croatian allows subject pronouns to be either expressed (overt) or omitted (null). The two forms have different antecedent preferences in intra-sentential contexts: null pronouns prefer an antecedent in the subject position, whereas overt pronouns prefer an antecedent in a non-subject position (cf. Carminati, 2002). Kraš (2016) found that adult-like antecedent preferences of Italian subject pronouns in intra-sentential contexts have not been acquired even by 13-to-14-year-old monolingual speakers, suggesting that this property is acquired rather late in Italian. The aim of the present study is to determine whether 13-to-14-year-old Croatian monolinguals have acquired this property. Two groups of Croatian monolinguals, a group of 13-to-15-year-olds (n=48) and a group of adults (n=48), completed a modified version of a picture selection task designed by Tsimpli et al. (2004) and also used in Kraš (2016). The task included ambiguous (experimental) and unambiguous (control) sentences. Ambiguous sentences consisted of a main and a subordinate clause, and they featured a null or an overt pronoun in the subordinate clause; the subordinate clause either preceded (backward anaphora) (e.g. Dok Øi/?j /on?i/j/k čeka autobus, svećeniki se obraća turistuj 'While he waits for the bus, the priest talks to the tourist') or followed (forward anaphora) the main clause (e.g. Svećeniki se obraća turistuj dok Øi/?j /on?i/j/k čeka autobus 'The priest talks to the tourist while he waits for the bus'). Each sentence was accompanied by three pictures, showing the matrix subject, the matrix object or an extralinguistic referent as the performer of the action described in the subordinate clause. Participants had to choose one picture, thereby identifying the antecedent of the pronoun. The results revealed that the 13-to-15-year-olds expressed the same antecedent preferences as the adults in all the conditions, suggesting that antecedent preferences of null and overt subject pronouns in intra-sentential contexts are acquired earlier in Croatian than in Italian, at least as far as the contexts tested are concerned. The reasons for this remain to be determined in future research.

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Production of English Word Stress by Hong Kong Cantonese Speakers of English: Comparison of Acoustic Cues in English Donor Words and Cantonese Loanwords

Keywords: English Word Stress, Cantonese Loanwords, Acoustic Cues

Inspired by Lai (2005), Silverman (1992) and Zhang (1986), this study investigates the L1 influence in Hong Kong Cantonese speakers (CS) when speaking L2 English through a comparison of their produced English donor words and their corresponding Cantonese loanwords in terms of acoustic cues to stress, with special attention to F0. More specifically, it aims to investigate whether native speakers of English (NS), highly proficient and less proficient CS (HCS and LCS) produce the English lexical stress in the English donor words differently in terms of fundamental frequency (F0), intensity and duration, and whether HCS and LCS produce the Cantonese lexical tones in the Cantonese loanwords differently in terms of fundamental frequency (F0), intensity and duration. The study was further divided into an acoustic and a perceptual experiment. The acoustic experiment involved 11 HCS, 11 LCS and 14 NS participants producing tokens analysed with Praat, whose F0 (Hz), intensity (dB) and duration (ms) measurements were statistically analysed and compared. The perceptual experiment involved 13 NS participants listening to CS tokens and rating similarity between the English donor words and corresponding Cantonese loanwords. Thirty CS listeners served as controls. It was found that the mean values of the stressed syllables in the English donor words are similar to those of the originally stressed syllables in the Cantonese loanwords produced by HCS speakers in terms of vowel F0 and intensity but not so in duration. Likewise, the mean values of the unstressed syllables in the English donor words are similar to those of the originally unstressed syllables in the Cantonese loanwords produced by HCS speakers in terms of vowel F0 and intensity but not so in duration. The same phenomena applied to the production by LCS speakers. However, no significant statistical difference was found between NS and CS speakers in the use of intensity in English lexical stress production though there are such differences in the absolute values. The results of the perceptual experiment are consistent with those of the acoustic experiment. It is anticipated that results from the present study could inspire ESL teachers with more effective regimens in teaching English word stress to Hong Kong Cantonese learners of English. This may also serve as a reference for further studies on the acquisition, perception, production and teaching of English prosody.

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Razvoj dječjeg jezika, jezične svjesnosti i stava o jeziku u prve tri godine života – primjer hrvatsko-talijanskog dvojezičnog djeteta

Ključne riječi: rana dvojezičnost, jezična svjesnost, dječji jezik

Dijete koje odrasta s dva jezika od kojih je jedan manjinski ne mora nužno postati aktivan dvojezični govornik (De Houwer 2007, Pearson 2009 i dr.). U razvoju dvojezičnosti veliku ulogu igraju okolnosti usvajanja manjinskoga jezika, a posebice izloženost jeziku, stav o jeziku i roditeljski obrasci jezične uporabe te njihovo zalaganje za očuvanjem nasljednoga jezika (De Houwer 2007). Dok se prosječni rezultati jezičnoga razvoja dvojezične djece uglavnom podudaraju s onima jednojezične djece, barem kad je riječ o većinskome jeziku (Pearson 2009 i dr.), kod dvojezične djece uočena je prednost u razvoju jezične svjesnosti (Bialystok 2001, Jessner 2006, Tunmer i Myhill 1984). Djeca počinju vrlo rano razmišljati o prirodi i funkciji jezika, a jezična se svjesnost pojavljuje obično između 2 i 6 godine (Slobin 1978). Prve potvrde o svjesnosti o dvojezičnosti zabilježene su 1;6 djetetova života (Bialystok 2001), a izloženost dvama jezicima ili više pridonosi ranijem razvoju jezične svjesnosti (Slobin 1978). Upravo zbog toga, u ovome će se radu, promatrati utjecaj dvojezičnosti na rani razvoj jezične svjesnosti kao i na razvoj dječjega jezika općenito. Rad opisuje razvoj dječjega jezika od rođenja pa do treće godine života. Dijete odrasta u široj neuravnoteženoj dvojezičnoj obitelji u kojoj je dominantan obiteljski jezik hrvatski (majčinski, očev i bakin) dok je samo djedov jezik manjinski, nestandardni varijetet talijanskoga jezika, koji vrlo rijetko rabe majka i baka. Dijete usvaja oba jezika od rođenja i svakodnevno im je izloženo. Budući da se ne radi o prototipičnome dvojezičnom odgoju (OPOL) i da se isprepliću vodoravna i okomita dvojezičnost, rad započinje opisom okolnosti u kojima se dvojezičnost razvija. Prikazuju se razvojne faze u usvajanju jezika, a posebna pozornost posvećena je prijenosu, prebacivanju i miješanju kodova te drugim pojavama koje su tipične za dvojezično usvajanje jezika. Analizira se razvoj jezične svjesnosti te razvoj i promjene stava prema jezicima te čimbenici koji do tih promjena dovode. Opis i analiza dječjeg jezika temelje se na podacima prikupljenim u obliku dnevnika i audio i video zapisa djetetove interakcije s obitelji u razdoblju od 0;8 do 3;4. Unatoč poznatim nedostacima prikazane metodologije, vrijednost predstavljenih podataka očituje se u načinu i prirodnim okolnostima njihova prikupljanja kao i u prikazivanju rezultata atipičnoga dvojezičnog odgoja. Predstavljeni jezični odgoj mogao bi postati tipičnim odgojem za dvojezični dio istarskoga poluotoka u kojemu bi jezik koji je do sada imao status manjinskoga jezika, s novijim generacijama mogao postati samo nasljedni jezik, pa se stoga ovim radom daje i prilog raspravi o jezičnome planiranju u Istri.

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Development of child's language, language awareness and language attitude over the first three years - an example of a Croatian-Italian bilingual child

Key words: early bilingualism, language awarness, child's language

Raising a child with two languages, one of which is a minority one, will bring not necessarily to an actively bilingual speaker (De Houwer 2007, Pearson 2009 and others). In the development of bilingualism plays a major role the circumstances in which the minority language is acquired, especially language exposure, language attitude, parental language input patterns and their effort to preserve the heritage language (De Houwer 2007).

While the average results of language development in bilingual children generally coincide with those of monolingual children, at least in their dominant language (Pearson 2009 and others), bilingual children show an advantage in the development of language awareness (Bialystok 2001, Jessner 2006, Tunmer and Myhill 1984).

Children start to think about the nature and functions of language at a very early age, and language awareness usually appears between the ages of two and six (Slobin 1978). First bilingual awareness were reported at 1; 6 (Bialystok 2001), and exposure to two languages or more contributes to the earlier development of language awareness (Slobin 1978).

That is why, in this paper, we will observe the influence of bilingualism on the early development of language awareness as well as on the child's language development in general.

The paper describes a child's language development from birth until the age of three. The child is growing up in a wider unbalanced bilingual family where the dominant family language is Croatian (mother, father and grandmother) while only the grandfather's language is a minority one, a non-standard variety of the Italian language, rarely used by mother and grandmother. The child acquires both the languages since birth and is exposed to them every day. Since we are not presenting a prototypical bilingual education (OPOL), but a combination of horizontal and vertical bilingualism, the paper begins with a description of the circumstances of the child's bilingual language development. Developmental stages of language acquisition are shown, with special attention to transfers, code-switching and code-mixing of and other

phenomena typical for bilingual language development. The development of language awareness and the development and change of language attitudes and the factors leading to these changes are analyzed. The description and the analysis of the child's language are based on the data recorded in the form of diaries, audios and videos of the child's interaction with the family in the period from 0;8 to 3;4. Despite the known drawbacks of the methodology presented, the value of the presented data is manifested in their collection in the natural linguistic and non-linguistic environment as well as in the presentation of atypical bilingual education. It is anticipated that the presented bilingual education could become a typical one for the bilingual part of the Istrian peninsula, where what has been considered by now the minority language will become the heritage language of the newer generations; therefore, this paper gives a contribution to the language planning in Istria.

Developmental changes in speech rhythm. A study on Italian L2

Keywords: speech rhythm, Croatian, Italian L2

In recent years new algorithms called rhythm metrics have been developed (e.g. Ramus et al. 1999, Grabe and Low 2002, Dellwo 2006, White & Mattys 2007, etc.) in order to measure speech rhythm and attempt to distinguish languages between the traditional rhythm classes: 'stress-timed' and 'syllable-timed'. The main differences between the traditional measures and the metrics is that the former were based on the duration and standard deviations of syllables and inter-stress units, while the latter are based on the duration of vocalic (V) and consonantal (C) intervals. Although this new approach has been extensively used to analyze the rhythm of natural languages, studies on L2 rhythm and bilingual rhythm are still rare. Even fewer studies focused on changes in timing patterns that occur in second language (L2) acquisition. The aim of the present study is to analyze developmental changes in speech rhythm in Italian L2 produced by Croatian speakers with different levels of proficiency in Italian. The hypothesis is that rhythm (in particular the speaking rate) changes as acquisition progresses, which has already been found out by Ordin and Polyanskaya (2015). In order to test this hypothesis, I will conduct an experiment featuring 8 Croatian speakers from Istria of Italian L2 at the beginner level (A2), 8 at the intermediate level (B2) and 8 at the advanced level (C2). The results will be compared with a control group of monolingual Italians from Veneto and Istrian Italo-Croatian bilinguals from Istria as control groups (Matticchio 2017). All the participants will be female (age 18-26) and will be recorded performing a reading task (The boy who cried wolf) in Italian and Croatian. After the segmentation of the material with Praat (Boersma & Weenink 2016) a series of prosodic indexes rhythm (e.g. articulation rate [AR] and speech rate [SR]) and rhythm metrics will be applied to the corpus (those suggested by Ramus et al. 1999, Grabe & Low 2002, Dellwo 2006, White & Mattys 2007) and calculated with Correlatore (Mairano 2014). I expect that the results will confirm that L2 competency in rhythm progresses along with proficiency in the target language. Further experiments will have to show whether L2 learners may reach native-like levels and whether the rhythmo-typological properties of both the target language and the native language have an impact on the speed of acquisition. An adequate description of L2 Italian rhythm will allow teachers to address the common problems of rhythm acquisition in non-native speakers, which has been shown to be critical in intelligible communication (cf. amongst others Derwing et al. 1998, Espinosa 2016).

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The Role Of Typology And Formal Similarity In Third Language Acquisition (.German And Spanish)

Keywords: cross-linguistic influences (CLI), third language acquisition (TLA), language typology

The focus of this study is the role of previously acquired languages in the acquisition of a third language (TLA). It is focused on cross-linguistic influences (CLI) in German/ Spanish third language acquisition (L3) by learners with Croatian first language (L1) and English second language (L2). Participants in this study were third year students of the Rochester Institute of Technology. All the participants had exclusively Croatian as a first language, English as a second language, and were learning German and Spanish as a third language at the time of the study. The present study investigates the relationship between language typology and formal similarity and transfer/error production since many studies demonstrated that typology plays a determining role in crosslinguistic transfer (Cenoz et al., 2001; Dewaele 1998; Hammarberg 2001; Rothman and Cabrelli Amaro, 2010). Sometimes the term formal similarity is also used to refer to a relationship of similarity between the features or components of two or more languages without necessarily implying a genetic relationship between them (De Angelis 2007). There are various areas of similarity and dissimilarity between these languages: Croatian, English, German and Spanish. English and German are Germanic languages and belong to the same language family (Indo-European) and the same subgroup within the family. A significant portion of the English vocabulary comes from Romance and Latinate sources and Spanish and English share many cognate words as well. Due to these facts we argue that the strongest L2 (English) influence will be found in the area of lexicon. On the other hand, Croatian, German and Spanish are more similar in the area of morphology due to the fact that Croatian, German and Spanish have a higher degree of inflection than English. According to this we argue that the strongest L1 (Croatian) influence will be found in the area of morphology.

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Expressing causality by prepositions in L2 Italian

Key words: prepositions expressing causality, L2 Italian, contrastive input

All Italian simple prepositions (di, a, da, in, con, su, per, tra and fra) can express causality in V+Prep+N constructions under certain circumstances and in adequate contexts concerning different characteristics of verbs and nouns belonging to these constructions, such as: meaning, type of cause, verb rection, animacy, number, frequency, etc., that will be described in detail in this paper. Nevertheless, in Italian as L2, the preposition per, typically expressing causality, is much more frequently used than the other mentioned prepositions with the same function, which on the contrary are very often completely neglected or incorrectly used. The aim of this paper is to propose a contrastive analysis approach to the teaching of Italian simple prepositions expressing causality that might lead to their more frequent and correct use in the interlanguage of learners of L2 Italian from the B2 to the C2 level of the CEFRL. Namely, we claim that an input consisting of detailed theoretical explanations about all Italian simple prepositions that can express causality in V+Prep+N constructions on one side, and about all their adequate L1 equivalents on the other side, facilitates to a great extent their understanding, and therefore also their acquisition and use. In order to investigate the efficacy of the proposed approach, we will conduct an experiment involving 40 to 60 students of Italian language, literature and culture at the Faculty of Philology of the University of Belgrade, who will be divided into two groups: one group (consisting of students who have already reached the B2 level, and are heading towards the C1 level) will be exposed to the described contrastive input one month before the experiment, whereas the other group (consisting of students who have reached the C1 level, and are heading towards the C2 level) will not receive any explicit theoretical input concerning the prepositions in question. For the purposes of our experiment all the students will be asked to do the same test specifically designed in order to give an insight into the use of all Italian simple prepositions expressing causality, and also into their correct understanding. We expect that the results of the proposed research will prove the efficacy of the contrastive analysis approach for the acquisition of Italian simple prepositions expressing causality. Therefore, we will suggest its wider application in the teaching of all Italian simple prepositions independently of their functions.

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Infinitival Complement Clauses: Data from L2 Acquisition of European Portuguese

Keywords: ECM, inflected infinitive, L2 Acquisition, European Portuguese, Spanish

In this paper, we present results concerning the acquisition of infinitival complement clauses by Peninsular Spanish learners of European Portuguese (EP), focusing on complements of causative (e.g. deixar 'let') and perception verbs (e.g. ver 'see'). More specifically, we discuss the acquisition of Exceptional Case Marking (ECM) (1), Inflected Infinitive constructions (2), and Prepositional Infinitival Constructions (PIC) (3) in EP.

(1) A Maria viu os meninos / -os ler o livro.
the Maria saw the boys.ACC them.ACC read.INF the book
'Maria saw the boys read the book.'

(2) A Maria viu os meninos / eles lerem o livro.
the Maria saw the boys.NOM they.NOM read.INF.3PL the book
'Maria saw the boys read the book.'

(3) A Maria viu os meninos a ler / lerem o livro.
the Maria saw the boys.ACC to read.INF./read.INF.3PL the book
'Maria saw the boys reading the book.'

Although ECM is available in both Spanish (Castillo, 2001; Torrego, 2010; Tubino, 2012) and EP (Raposo, 1981; Gonçalves, 1999; Hornstein, Martins & Nunes, 2006), the Inflected Infinitive construction and the PIC are exclusive to EP (Raposo, 1989; Duarte, 1992; Gonçalves, 1999; Barbosa & Cochofel, 2005). Furthermore, the structures under study have different syntactic and semantic properties, particularly regarding (i) the inflection of the infinitival verb form, (ii) the case marking of the embedded subject and (iii) the aspectual features associated with the progressive value of the PIC (that obligatorily expresses non-culminated events, Demirdache & Uribe-Etxebarria 1997). In EP, these different properties have led, within the Minimalist Program framework, to a proposal of a functional defectiveness scale (Gonçalves, 1999; Gonçalves & Duarte, 2001), according to which ECM is associated with a defective T and the Inflected Infinitive construction to Agr. In more recent studies, ECM is analysed as defective regarding its ϕ -features in T (Hornstein, Martins & Nunes, 2006). PIC has been analysed as a control structure and a small clause (Raposo, 1989; Barbosa & Cochofel, 2005) with an aspectual nucleus - a ('to') (Duarte, 1992). Hence, the properties mentioned so far can be analysed in terms of different features (Case, central coincidence, ϕ -features) associated with different functional categories in each structure. Data from previous studies have shown that the PIC (3) is the complement of perception verbs that EP adult and child speakers prefer (Santos, Gonçalves & Hyams, 2016) and that the Inflected Infinitive construction (2), in which we have a nominative subject and an inflected infinitive, obtains low acceptance rates by EP

monolingual and heritage speakers (Barbosa, Flores & Pereira, accepted). On the other hand, Hornstein, Martins & Nunes (2006) described ECM structures with an inflected infinitival form, i.e., structures with a subject marked with Accusative and overt subject-verb agreement as subject to dialectal variation. Following the Feature Reassembly Hypothesis (Lardiere, 2000, 2008), we predict that the Spanish learners acquire ECM earlier, since its properties can be transferred (or mapped) from the L1. The Inflected Infinitive and the PIC, however, require feature reassembling into configurations not available in the L1, which entail more complex tasks, such as adding to lexical/functional items features not available in the L1. We also predict that acquiring the properties associated to case marking of the embedded subject in these types of complements can be a difficult task for Spanish speakers, since in Spanish this type of constituent would have a Differential Case Marking (DOM). Hence, in this case, the reassembly process requires avoiding L1 features that are not encoded in the L2. To test these predictions, we designed two acceptability judgment tasks, in order to test the three structures (ECM, Inflected Infinitive construction, and PIC). We specifically test the acquisition of Case, aspectual marking and ϕ -features of the embedded domain in each structure. We tested a control group of monolingual EP speakers and three groups of adult Spanish learners of EP (formal instruction context) corresponding to distinct levels of proficiency: initial, intermediate and advanced. The data show that, for EP speakers, there are two types of complements that stand out in terms of acceptability: (i) ECM and ECM with an inflected verb form, and (ii) PIC with inflected and uninflected infinitive, in the case of perception verbs, as expected (Santos, Gonçalves & Hyams, 2016). This tendency, however, contrasts with the results of the Spanish speakers, which show higher acceptability rates for ECM (without inflected infinitive), but struggle with the PIC, particularly in contexts with inflected infinitive. Noteworthy is also the tendency for both the EP and the Spanish speakers to reject the Inflected Infinitive construction in these particular contexts. Hence, the results obtained by Spanish speakers must be understood in the light of the results obtained with EP speakers, since these results can indicate a possible ongoing grammatical change. Furthermore, Spanish speakers seem to have difficulties with case marking of embedded subjects in these infinitival complements in EP (Accusative without DOM), as predicted, since the acquisition of case marking in EP by Spanish speakers requires avoiding L1 features that are not encoded in the L2.

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Effects of discourse topic on global and local markings in Croatian ditransitives: a comparison of adults and children

This study examines how Croatian adults and monolingual children use global markings (object order) and local markings (referring expressions) to signal the discourse-pragmatic notion of discourse topic (DT) in ditransitive structures. According to linguistic theory, the (discourse) topic precedes the rest of the sentence, which is referred to as comment (J. K. Gundel, 1988). The use of referring expressions (RE) is guided by the accessibility of the referent, making it so that the more accessible argument is more likely to be expressed with less descriptive terms such as pronouns, or be omitted altogether (Ariel, 1990). It has been found that children signal givenness/newness first through local and then through global markers (Hickmann, Hendriks, Roland, & Liang, 1996). So, on the one hand, the studies conducted explicitly on the acquisition of the topic-comment order (Dimroth & Narasimhan, 2012; Hornby, 1971) revealed that children do not necessarily place the topic before the comment. On the other hand, the discourse cues are reflected in children's REs from early on (J. Gundel & Johnson, 2013; Matthews, Lieven, Theakston, & Tomasello, 2006; Tedeschi, 2008). We have tested preschool children (n=58, mean age=4;4) and adult controls (n=36, mean age=21) in three conditions with different arguments as the DT: the subject as a baseline, the direct object (DO), and the indirect object (IO). The task consisted in story-books in which one of the referents was the DT, but nevertheless all the referents were visually available to the interlocutors. Children were expected to be more consistent with their REs than with word order, due to what has been found in the previous studies. The results revealed that the DT has an effect on word order in adults ($p.value < 0.0001$ pairwise comparison of all conditions) but not in children, as children produced more IO-DO constructions in all conditions. In both groups, the IO was most likely to be expressed with a pronominal form ($p.value < 0.0001$ in both groups), but the children used more NPs than the adults for expressing the DO. Children used overall more full expressions than adults (ANOVA comparing the two groups: $p.value = 0.00063$) which indicates that they tend to be over-specific rather than under-specific in their productions. The study also found the relation of REs to grammatical function as subjects are more likely to be omitted and the IO is very likely to be expressed with a clitic, while the DOs tends to be expressed with NPs. Keywords: ditransitives, discourse topic, referring expressions

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The Role of Interlocutors in the Young Child's Language Choice

Keywords: second language acquisition, young children, interlocutors

The process of second language acquisition or foreign language learning tends to commence at a very young age. Whether a child acquires its second language in a natural context (for example in a family where the parents are native speakers of a different language) or learns it in an institutional context (in a kindergarten, primary school or attending a course in a language school), it produces utterances in that particular language from the very start. These range from imitations of sounds and intonation up to substantially complex utterances. Language choice depends to a great extent on the interlocutors in the process of communication, thus the child usually spontaneously opts for a particular language while communicating with the people that play a relevant role in its life (parents, teachers, peers, etc.). Theoreticians from the fields of language development and language acquisition seem to be unanimous when they stress that the child should have a freedom to choose which language to speak. However, sometimes this freedom is limited by interlocutors' attempts to impose communication in a foreign language or the child's second language. Some of us may have witnessed teachers' or educators' attempts to impose communication in a foreign language in classroom communication, or "efforts" of a parent of a bilingual child to sustain conversation in the child's second language. Due to the fact that these trends have been rather unexplored in literature, the aim of this paper is to point at the traps of such enforced communication and to provide incentives for a quality communication, either in the child's second or foreign language, between the child and its interlocutors.

Intra-linguistic diversity as the toll for developing student's discursive flexibility and linguistic proficiency in Slovenian as first language

Intra-linguistic diversity as a toll for developing student's discursive flexibility and linguistic proficiency in Slovenian as first language. The central issue of the article will be the question how, in the first language teaching, the intra-linguistic diversity can support the development of student's discursive flexibility on the one hand and his confident and fluent use of the standard language on the other. The traditional theory represents the language stratification model as hierarchically ordered system with strictly defined relations between social and functional linguistic varieties. Nevertheless, in postmodern society, where the individual identities became as much important as the collective ones, the functions of social varieties, relations between them and typical contexts of their use have changed. Although the standard language remains the variety that enable someone to fully participate in the professional, social and cultural life, it is no more considered as the language variety that is exclusively acceptable in all public or formal situations, as the school theory defines it. Therefore, in the paper, we will review the theory and some empirical researches about modern Slovenian sociolinguistic situation and try to define the roles of standard language in (post)modern Slovenian society. As we presume, the repertoire of acceptable language variations in concrete speech situation depends more on the function(s) of language than on the public, institutional or formal circumstances themselves. The standardized literary language we accept as the most or even only appropriate variety in representative or formal performative discourses. In opposite, in the contexts where the communicative, social or identity function of language predominates the speaker can choose among different literary or non-literary language varieties as the expressions of different social groups or roles that he can identify with in certain moment. This distinction will be the starting point for some didactic suggestions. We are convinced that the standard language must retain its central role in the first language teaching. However, we also believe, that the student's confident and correct use of standard language can only be developed, if we make a step from exclusiveness of standard language to the consideration of intra-linguistic diversity. The discursive flexibility and awareness of the importance of the standard language will increase if the students will have an opportunity to engage in different social roles, if they have to choose among different acceptable language varieties and reflect the effectiveness of them in the context. Similarly, their linguistic proficiency in standard language can be improved if they compare the linguistic features of their non-standard language varieties with the standard one.

Linguistic accounts of the missing -s and overused be and do in L2 English

The debate between the Missing Surface Inflection Hypothesis (Haznedar and Schwartz, 1996) and the Representational Deficit Hypothesis (Hawkins and Chan, 1997) has been the main topic in generative approaches to second language (L2) acquisition. Most studies have tried to specify which is the right answer to the epistemological inquiry for L2 learners' behavior: Why do very advanced L2 learners have difficulty in using inflectional morphemes, typically substituting bare forms for inflected forms? However, this debate may not be in the right direction. Based on the data from a series of studies by Wakabayashi and his colleagues concerning 3rd person singular -s (see Wakabayashi, 2013), it will be shown that the causes lie at multiple places, namely, in the feature selection in the Lexicon, derivation in Syntax, and mapping syntactic structure on morphological forms in Morphology. In addition to this widely-known 'missing -s' phenomenon, the data of overused *be* with unaccusative verbs (Oshita, 2000) and *do* in subject *wh* questions (Fujii, 2017) will be shown and discussed. Since these free morphemes are overused, 'missing' surface inflection cannot explain why L2 learners behave differently from L1 speakers, and it will be suggested that L2 interlanguage may be governed by an economical principle (i.e., Try to spell-out a feature at the node where it is externally merged), which does not operate in L1 learners' mind. This is compatible with other studies, such as morpheme studies in 1970s-1980s (e.g., Zobl and Liceras, 1994) and L2 learners' preference of *to*-infinitive over gerund *-ing* as complements of verbs (Wakabayashi et al., 2017). Attention should be paid here to the fact that these missing and overused morphemes are very unlikely to be explained by their frequency or saliency in L2 input. Based on the '(apparently) missing inflection' and 'overuse of free morphemes' and the proposed explanation for these phenomena, I suggest that L2 researchers should always refer to a general model of morpho-syntactic knowledge and use to explain and describe L2 learners' behavior.

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PANEL 2: ACCENTUAL VARIATION IN STANDARD CROATIAN | NAGLASNA RAZNOLIKOST U HRVATSKOME STANDARDNOM JEZIKU

Research on the relationship between the norm and use of the Croatian standard language has shown that differences between these two varieties exist even at the orthoepic level. These have already left its trace on contemporary codification, whereby different approaches are used to bring normative givenness and reality of use together. In order to contribute to a more complete understanding of contemporary challenges in standardisation, presentations will look at current accentual differences in the Croatian standard language.

Istraživanja odnosa norme i uzusa u hrvatskome standardnom jeziku pokazala su da između tih dviju pojavnosti standarda postoje razlike na ortoepskome planu. One su se već odrazile i na suvremenu kodifikaciju, u kojoj se primjenjuju različiti postupci kako bi se pomirile normativna zadanost i uporabna stvarnost. Izlaganja koja će biti podlogom za ovu panel raspravu imaju za cilj promotriti aktualnu naglasnu raznolikost u suvremenome hrvatskom standardnom jeziku kako bi se i ovom raspravom pridonijelo što cjelovitijem obuhvaćanju i tumačenju suvremenih standardizacijskih izazova.

Panel leader | Voditelj panela

Mihaela Matešić, University of Rijeka

Hrvatska standardna ortoepija kroz prizmu evolucije identiteta

Ključne riječi: hrvatski naglasni sustav, kodificirana norma, uporabna norma

Rad se oslanja na činjenicu da se jezici i identiteti neprestano i sve brže mijenjaju (Byram 2007). Razlikovanje tzv. kodificirane i uporabne (prihvaćene) norme hrvatskog standardnog naglasnog sustava sve je izraženije. Ovom će se problemu pristupiti s dvaju gledišta – koliko je inzistiranje na klasičnom štokavskom naglasnom sustavu i čuvanju pravila o distribuciji naglasaka rezultiralo čestim pogrešnim naglascima na prvom slogu u riječima u kojima je takav naglasak pogrešan. Dugo, prikazat će se rezultati prihvatljivosti kodificiranih i uporabnih (prihvaćenih) naglasaka suvremenim govornicima hrvatskog jezika na primjeru teksta iz IPA-e Sjeverni ledeni vjetar i pjesme Balada o Tounjčici.

Akcentatske varijacije u standardnim jezicima na novoštokavskoj osnovici: iskustva iz bosanskoga standard

Ključne riječi: bosanski jezik, ortoepija, norma, dublete

U velikoj mjeri dijeleći zajednička obilježja sa srpskohrvatskom, hrvatskom, srpskom i crnogorskom normom, savremena bosanska ortoepska norma prije svega bi trebala biti sagledana u odnosu sa samom sobom, u iznalaženju najpreciznijeg odgovora na pitanje šta je bosansko u ortoepskoj slici savremenog jezika i po kojim principima se treba rukovoditi u formiranju potpune slike akcentatskih karakteristika bosanskog standarda. No, s obzirom na prisutne izrazite neujednačenosti, nestabilnosti i varijacije različitih uzročnosti, teško je odrediti po kojim tačno principima treba postaviti efikasna ortoepska normativitička rješenja, osim ako bi takvo rješenje bila tolerancija nešto većeg broja akcentatskih dubleta. U kontekstu navedenog, izrazito važan segment sigurno će biti i komparativno-kontrastivni pristup ovom pitanju, kroz upoređivanje različitih iskustava u standardnim jezicima s novoštokavskom osnovicom.

Od gramatike do komunikacije i natrag – primjer zanaglasnih dužina

Ključne riječi: gramatika, komunikacija, zanaglasna dužina -

Naglasci i zanaglasne dužine hrvatskoga jezika počesto se u laika doživljavaju poput uresa, kad se gdje i pojave ponad riječi, no ono što se zamjećuje i u onih koji nisu laici, kad je o prozodiji riječ, jest da se zanaglasne dužine upravo tako i bilježe – da riječ koja ju nosi i dalje (u)resi sustav koji je ponajviše naučen i tih, a ne uporabno čest i živ. Suvremeni normativni priručnici najmanje su odmaknuli od tzv. klasičnoga naglašivanja upravo na primjeru dužina. Pomake je učinila tek Silić-Pranjakovićeva gramatika u kojoj se razdvojila „gramatika“ od „komunikacije“, naime autori metodološki tumače dužinu kao činjenicu strukture jezika pa onda i kao činjenicu gramatike, dok je njezin status u komunikaciji drugačiji (ondje se „i izgovara i ne izgovara“). Komunikacijski status dužine zahtijeva detaljnije i dublje istraživanje, no ono što se zasigurno može već sad potvrditi jest da njezinu „izgovorljivost i izgovaranje“ uvjetuje, prije svega, podrijetlo govornika, a ne varijetetnost standarda. Nakana ovoga kraćega osvrtu o dužini jest prikazati kako suvremena literatura pristupa zanaglasnoj dužini i njezinu statusu te izbistriti mjesta u sustavu koja se čine labavijima i popustljivijima uzusu. Neizgovaranja zanaglasnih dužina (od napuštanja dužina u nekim kategorijama do potpuna zanemarivanja) zamijećeno je u mnogim suvremenim istraživanjima naglasne norme i gotovo ne ovisi o komunikacijskoj situaciji / varijetetu kojim se služimo (za razliku od drugih naglasnonormativnih odstupanja). Metodološki pristup koji razdvaja gramatiku i komunikaciju ima izgleda da pomiri normu i uzus, i to bez posljedica za sustavnost, u mnogim otvorenim pitanjima naglasne norme (primjerice kod proklize u kojoj se oslikava varijetetnost standarda pa se govorna riječ s prijedlogom, primjerice, može dvojako naglasiti, ovisno o varijetetu kojim govorimo), no kod zanaglasnih dužina, čini se, navedeno će se moći postići tek kad se vrednuje trenutačni propis i kad se popusti sve snažnijoj potrebi za restandardizacijom naglasne norme. Primjerice, nizanje zanaglasnih dužina nije pitanje varijetetnosti standardnoga jezika (i trodiobe na visoko, neutralno i nisko u standardu), nego prije svega odnosa standardnoga i dijalektnoga izgovora, naime govor ne postaje višim ili neutralnijim njezinim ostvarajem. Upravo je pitanje zanaglasnih dužina u standardu ono koje se može najlakše rasvijetliti i urediti ako krenemo od komunikacije prema gramatici, naime na putu od gramatike prema komunikaciji ona zasad „gubi bitku“.

Što se sve događa s naglaskom u proklizi u suvremenome hrvatskom standardnom jeziku?

Ključne riječi: naglasak, prokliza, pomicanje naglaska

Među odstupanjima u uzusu u odnosu na normu hrvatskoga standardnoga jezika među prvima su zamijećena ona koja se odnose na naglasak u proklizi. Iako se u izgovornoj cjelini / naglasnoj cjelini / fonetskoj riječi koja se sastoji od proklitike i toničke riječi očekuju sa stajališta norme čvrsto definirana pomicanja naglaska, od njih se u uzusu hrvatskoga standardnog jezika odustaje. Prema nekim istraživanjima, odustajanje od pomicanja zbiva se gradacijski, tj. moguće je izdvojiti kategorije u kojima se naglasna pomicanja provode i u kojima se ne provode. Anketno istraživanje koje se za potrebe ovoga rada provodi među studentima različitih polaznih idioma pokazuje međutim da se u ovakvim pozicijama ne radi toliko o odustajanju ili zadržavanju naglasnoga pomaka zbog određenih kategorija, nego o tome da je provođenje naglasnoga pomicanja u nekim kategorijama izrazito obilježeno, dok je u drugim kategorijama njegovo pomicanje prihvatljivo jednako kao i nepomicanje, odnosno bilo da govornici provode naglasno pomicanje bilo da ga ne provode slušaoci njihov govor doživljavaju jednako neutralnim. U radu će se posebno obuhvatiti i naglasak u prijedložno padežnim izrazima, budući da se i među njima nalaze oni u kojima su zahvaljujući njihovom naglasnom ustroju ostvareni uvjeti za naglasni pomak u proklizi. Zanimat će nas pritom dvije suprotne tendencije: odustajanje od normativno očekivana naglasnog pomicanja, s jedne strane te provedba naglasnoga pomicanja gdje ono nije poduprto normom, s druge strane. Svim se spomenutim pojavama pristupa metodologijom koja razmatra neutralnost naglasnoga ostvaraja u standardnome jeziku, a koja se definira kao neobilježenost govornoga ostvaraja u kategorijama: regionalno, arhaično, rijetko, knjiško, artifično i nehrvatski/nestandardnojezično.

Koji organski idiomi govornika mogu dovesti do neutralnoga hrvatskog standardnog naglasnog sustava? -

Naglasni sustava standardnoga hrvatskoga jezika koji se opisuje kao visinski ili tonsko-dinamički naglasni sustav s četiri različita naglaska i zanaglasnom dužinom temelji se na naglasnom sustavu novoštokavskoga narječja. Otprilike pola govornika hrvatskoga jezika potječe sa štokavskih područja i svoj standardni govor temelji na akcentuaciji svoga organskoga štokavskog idioma, velik dio govornika hrvatskoga potječe s kajkavskih područja, a najmanji je udio stanovništva koji potječe s čakavskih područja. Uvriježeno je mišljenje da govornici koji potječu sa štokavskih područja govore s uzornom standardnom akcentuacijom i da je njima najlakše naučiti standardni izgovor, dok kajkavci i čakavci zbog organskog idioma koji nije temelj standardu više odstupaju od standarda. Istraživanja produkcije i percepcije naglasaka u suvremenom hrvatskom jeziku ukazuju na to da je ova tvrdnja točna samo ako se kao kriterij uzima standardno ostvarenje mjesta naglaska u riječi. No, ako se u obzir uzima ukupni dojam o standardnom izgovoru, govornici s kajkavskih i čakavskih krajeva koji teže govoriti standardnim izgovorom u slušanju se procjenjuju kao manje lokalno obilježeni. Naime, izrazito dugo ostvarenje znaglasnih dužina (osobito u štokavskim govorima u Dalmaciji) te znatno viši zanglasni slog u uzlaznim naglasima djeluju više lokalno obilježeni i time udaljeniji od standarda, od naglasnog sustava kod govornika koji potpuno krate zanaglasne dužine i koji uzlazne naglaske ne izgovaraju s visokim zanaglasnim slogom. Najuspješniji u standardnom naglašavanju koji se percipira kao neutralan (lokalno neobilježen) su govornici u čijoj se jezičnoj biografiji miješaju utjecaji štokavskog organskog idioma i kajkavskog ili čakavskog idioma. Najveću vjerojatnost da govore lokalno neobilježenim hrvatskim četveronaglasnim sustavom imaju govornici kojima je barem jedan roditelj štokavac, a odrasli su i školovali se u gradskom području u kojem se govori udarnim naglasnim sustavom.

Dvosložni i trosložni prijedlozi kao toničke riječi u osječkom govoru

Ključne riječi: naglasak, prijedlozi, prednaglasnice, Osijek

Jedan od problema ortoepske norme oko kojega akcentolozi vode rasprave jest pravilo prenošenja naglasaka na prednaglasnicu u slučaju kada tonička riječ ima izvorno silazni naglasak. S obzirom na to da se navedeno pravilo u praksi uvelike krši, struka dovodi u pitanje opravdanost njegova obveznog provođenja, ali do sada još nije dala svoj konačan sud o tome kako otkloniti nesklad između uzusa i norme. Sredinom prošlog stoljeća uočeno je da u naglasnoj cjelini koju čini prednaglasnica i tonička riječ prenošenje naglasaka ovisi o duljini naglasnice i da se ono češće provodi ako je naglasnica kraća pa je Pravopisna komisija zaključila da se naglasak obvezno treba prenositi s jednosložnih i dvosložnih naglasnica, dok je s trosložnih i višesložnih riječi dopušteno i neprenošenje. No čak i takvo „prilagođeno“ pravilo uglavnom se nije provodilo tada niti se danas provodi, čak ni u govoru nekih izvornih novoštokavaca. S druge strane, problem prenošenja naglasaka na prednaglasnicu može se promatrati ne samo s gledišta duljine toničke riječi nego i s gledišta duljine same prednaglasnice. Neki radovi napominju da će izvorni novoštokavci dosljedno prenijeti naglasak sa zamjenice na jednosložni prijedlog u slučajevima poput: *nà mene, òd vās, prèd njīm, zà sebe, iz njē*, dok se u sklopovima dvosložnih i trosložnih prijedloga s osobnim zamjenicama 1. i 2. l. jd. i povratnom zamjenicom prenošenje većinom neće izvršiti. To znači da se kao prednaglasnice ponašaju samo jednosložni prijedlozi, a dvosložni i trosložni tek iznimno (samo u slučajevima *kròzā te, ùzā nj, ùzā se, nàdā me, prèdā me, pòdā nju* itd). Premda naglasni ostvaraji izvornih govornika ne moraju nužno postati dijelom ortoepske norme, da bi se ona usustavila, važno je poznavati govorne navike što većeg broja govornika čak i različitih dijalektnih osnovica. U radu će se opisati naglasne navike Osječana s posebnim osvrtom na izraze u kojima naglasnu cjelinu čini prijedlog s osobnom i povratnom zamjenicom te će se istražiti uvjetuje li u tim slučajevima duljina prijedloga prenošenje naglasaka na prednaglasnicu i, ako uvjetuje, u kojoj mjeri.

Naglasni sustav između normativnoga i deskriptivnoga pristupa te stanja u mjesnim govorima

Ključne riječi: norma, naglasak, mjesni govori, Školski rječnik, Hrvatski mrežni rječnik (Mrežnik)

Naglasna je norma, u najvećoj mjeri zbog manjka priručnika koji su je nekoć trebali, a danas je trebaju ovjeriti, najizloženija propitivanju. Neovisno o pristupu (bilo da je riječ o tradicionalnome pristupu, kojemu je temeljna odrednica pridržavanje novoštokavskih naglasnih pravila, bilo da je riječ o inovativnijim pristupima, kojima je temeljna odrednica dopuštanje silaznih naglasaka u nepočetnome slogu), različiti se autori često pozivaju na istraživanja provedena na razmjerno malome uzorku ispitanika zanemarujući pritom dijalektološke studije koje znatno preciznije opisuju naglasni inventar u hrvatskim narječjima i mjesnim govorima te koje obuhvaćaju znatno veći broj ispitanika. U radu se nastoji opravdati jedan od mogućih pristupa ovjeren u Školskome rječniku hrvatskoga jezika i na projektu Hrvatski mrežni rječnik (Mrežnik).

Naglasna norma i televizijski govornici

Ključne riječi: modelski govornik, visinski naglasak, govorni mediji

Televizijski govornici trebali bi biti modelski govornici i u svojim bi televizijskim nastupima trebali upotrebljavati općeobvezatni tip standardnoga jezika. U praksi to često nije tako pa i javnost i struka kritiziraju upravo njihove naglasne pogreške. Iako nema kraja u kojem se govori standardnim jezikom nego ga svi učimo, govornici koji u svojem organskome govoru imaju visinski sustav ipak su u velikoj prednosti jer hrvatsku standardnu prozodiju usvajaju kao sloj materinskoga idioma. Govornici koji pak dolaze iz udarnoga i tronaglasnoga sustava taj visinski naglasni sustav uče poput stranoga jezika te je teško od njih očekivati da dosegnu razinu onih koji su visinski usvajali kao sloj svojega organskoga idioma. Analiza naglasaka riječi u najavama voditelja informativnih emisija na HRT-u, RTL-u i Novoj TV to je potvrdila. Voditelji koji u svojem organskom govoru imaju udarni sustav ne uspijevaju ostvariti osobine naglasaka specifične za tonski naglasni sustav u kategorijama tona i trajanja, a često griješe i u mjestu naglasaka. Voditelji iz novoštokavskih područja rijetko griješe u mjestu, još rjeđe u tonu. Slično su pokazale i analize naglasaka riječi u radijskim nastupima hrvatskih jezikoslovaca i iz njih se može zaključiti da je govor jezikoslovaca zapravo amalgam višega, neutralnog i nižega varijeteta (Vlašić Duić i Pletikos Olof, 2018; Martinović, 2017). To i ne čudi jer viši varijetet, tj. norma propisana u priručnicima nije usuglašena ni jedinstvena, a dvojbena je i zbog upitnoga prestiža. Postavlja se pitanje koliko televizijskim govornicima u ostvarivanju naglasne norme mogu pomoći fonetičari (zaposleni na nekim televizijama), kako se problemi s naglasnom normom odražavaju u njihovu radu s televizijskim govornicima i kakva su njihova iskustva s poučavanjem naglasne norme u odraslih govornika. Rezultati pokazuju da se zbog otpornosti organskoga prozodijskoga temelja od televizijskih govornika ne može očekivati da poštuju naglasnu normu visokoga varijeteta jer ih se uspješno može poučiti samo mjestu naglasaka, ali ne i tonu. Upitna prestižnost propisane naglasne norme, njezina obilježenost te nepostojanje obveze govornoga usavršavanja medijskih govornika dodatni su razlozi takvih naglasnih rezultata.

PANEL 3: LINGUISTIC DIVERSITY, CONSTRUAL AND CONCEPTUALIZATION | JEZIČNA RAZNOLIKOST I UNIVERZALNOST, GRADBA I OPOJMLJIVANJE

Language as a symbolic tool of communication emerges from discursive practices that enact the embodied cognition and conceptualization patterns. Different types of construal patterns that are inherent in the linguistic structures provide a different cognitive approach to the referential ontological reality with potentially important pragmatic differences. The aim of this panel is to discuss theoretical approaches and methods, case studies, resources, and tools for researching the effects of linguistic construal on the conceptualization processes such as categorization, metonymic profiling, metaphoric mappings, and other figures of thought from a variety of diachronic and/or synchronic, cross-cultural and/or intra-cultural perspectives.

Jezik, kao simboličko sredstvo komunikacije, proizlazi iz diskurzivnih praksi koje aktiviraju obrasce utjelovljene spoznaje i opojmljivanja. Različiti tipovi gradbenih obrazaca, inherentni u jezičnim strukturama, pružaju različite kognitivne pristupe referencijalnoj ontološkoj stvarnosti s potencijalno važnim pragmatičnim razlikama. Cilj je panela razmotriti teorijske pristupe i metode, studije slučajeva, izvore i alate za istraživanje učinaka raznolikosti jezične i pojmovne gradbe putem kategorizacije, morfološkog obilježavanja, sintaktičke perspektivizacije, metonimijskog profiliranja, metaforičkog mapiranja te drugih jezičnih načina pojmovne gradbe iz dijakronijske i/ili sinkronijske, krozkulturalne i/ili unutarkulturalne perspektive.

Panel leader | Voditelj panela
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Acoustical communication: How the traditional music has become the expression of the minority

The research provides insights into the practice of singing the microtonal songs from the specific part of a Croatian region – Istria. The interpretations are analysed, taking in account that sound environment creates human acoustic experience. Considering nowadays modern sound environment that is taken up by tonal music (equal-temperament tuning), it is interesting to know if singing of microtonal music suffers from that condition. The research help us to understand today's experience of traditional music providing the results of the analysis of several interpretations of traditional songs, e.g. the interval relationships of two-part singing are expressed in digitally measured frequencies.

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Gramatikalizacija i idiomatizacija u službi opojmljivanja

Tema je ovoga izlaganja sveza gramatikalizacije i idiomatizacije kakva se nalazi u samom središtu teorije konstrukcijske gramatike. Raspravljat će se o tome kako teorijsko-metodološke pretpostavke konstrukcijske gramatike posebice pogoduju uključenju teorija gramatikalizacije kao značenjske pojavnosti u sustavan model sintaktičkog opisa, kao i opisa leksičkih struktura u jeziku.

Categorization as a Mean of Life: when theory is not just a theory

The categorization aspect of human cognition and its inseparability with language has been a hot topic in recent studies. Even though a lot have been discovered and explained about how human mind uses its categorization apparatus, since the first appearance of the prototype theory (Rosh 1975) up until a few years ago, not much have been researched on the categorization in experts and the possible differences between experts and laymen (novices). An attempt will be made to explain why (and how) experts categorize differently from laymen when exposed to the same input information and context.

Hierarchical model of syntactic-semantic dependencies and ontological (in)congruencies for extracting metaphoricity

Keywords: syntactic-semantic dependencies, congruence, graph theory, network representation

Language can be thought of as a conceptual tool to construe an interconnected network of a) entities, b) properties of entities, c) relations between entities and d) properties of relations that exist in material, psychological or social reality of human cognizers. This symbolic tool threads the conceptual fabric of the ontological reality by classifying entities, ascribing to entities some properties and imposing relations between entities. In this manner, the linguistic construal (re)creates the complexity of the perceived and imagined reality in the neuro-conceptual network of the cognizers involved in the communication act.

Following the tradition of the cognitive grammar (Langacker 2008), corpus methodologies of linguistic research, the systemic perspective of language (Halliday 2009, Perak 2017) and universal dependencies (<http://universaldependencies.org/>) the paper examines the possibility: to describe the construing hierarchical functions of the linguistic morpho-syntactic dependencies, defined by the universal dependency grammar (and/or sketch grammar). The focus of the study is on the functional description of dependencies that reveal the construal of: a) the emerging network of entities as sets of nominal lexical categories, b) ascribing adjectival properties to entities, d) construing relational and processual relations between entities, and d) ascribing adverbial properties to relations.

The systemic model of language argues that sequential activation of the constructions, in a language use, involves rich multidimensional embodied processing of the ontological affordances within the complex network of the activated and latent connections in the neuro-conceptual network. The activated connections are related to the prominent mental simulations profiled by the linguistic construction. The latent connections imply the existence of multiple secondary connections that are ontologically congruent, cognitively affordable and linguistically attested (in corpora or otherwise) for the type of activated relation, but not expressed in that particular linguistic construal.

With the premise that a syntactic linguistic construction reflects a certain semantic functional cognitive construal, established by a salient congruent ontological relation between entities and their properties, the proposed syntactic-semantic-ontologic model allows for the classification of the profiled relations between linguistic units (in a dependent construction) as: a) ontologically congruent or meronymic and b) ontologically incongruent or metaphoric. The ontologically congruent construction is defined as the profiling of the meronymically most appropriate choice of linguistic units for a given construal. For instance, the choice of properties *white*, *brown* or *yellow* could be appropriate for the entity *beard* in an

AdjModifier+Noun construction. On the other hand, the linguistic profiling of ontologically incongruent properties, such as *gold beard* would typically trigger additional cognitive effort comprising of a) the identification of the features from the complex latent network of the profiled linguistic units [*gold, beard*] and b) merging of the best fit features from their latent conceptual networks onto the construal network. This conceptually driven novel construal network expresses emergent metaphoricity features (Štrkalj Despot et al. 2015).

Based on the examples from the *hrWaC22*, *enTenTen13* and *FRAMNAT* corpora, the paper will describe the (onto)logical rules and graph theory methods for identifying the (in)congruence in the forementioned networks of syntactic-semantic relations and dependencies with implications for empirical research in the diversity of cross-linguistic and intra-/cross-cultural construal networks.

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An interplay of hierarchy and linearity in mental grammar of Croatian

I will explore the conditions of hierarchical and linear principles in organization of mental lexicon of Croatian for 20 lexemes (10 high concrete and 10 high abstract) from the database of concreteness published at <http://megahr.ffzg.unizg.hr/> within the Croatian Science Foundation project “The Building Blocks of Croatian Mental Grammar: Constraints of Information Structure”. The proposed contribution is based on previous research of coordinated structures of different gender inanimate nouns (i.e. *Stolovi i stolice su stajali/stajale nasred sobe* ‘Chairs and tables were standing M/F in the middle of the room’) within the project Coordinated Research in the Experimental Morphosyntax of South Slavic Languages (EMSS). The results of the project show the prevalence of linearly driven agreement rather than the hierarchical one (Willer-Gold et al. 2017). I will explore the notions of linear proximity and availability of these lexemes by analyzing the relation between the frequency and the density of semantic webs for each lexeme. I will also examine the figurative potential of combinations found in Word sketches within the Croatian web corpus hrWaC 2.2.

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Model leksikalizacijskih obrazaca u svjetlu jezičnoga relativizma

Ovim se izlaganjem želi predstaviti model kojemu je u središtu proučavanje i opis različitih tipova gramatičkih – ponajprije morfosintaktičkih – struktura koje sudjeluju u procesu leksikalizacije. Model ima svoju tipološku svrsishodnost jer se njime dobivaju uvidi u strategije koje govornici rabe i gramatičke procese koji su djelatni pri imenovanju različitih pojmova, a koji mogu biti slični ili različiti s obzirom na genetska obilježja različitih jezika. Osim toga, ovim se modelom pokazuje odnos stabilnosti i dinamike jezičnih i pojmovnih struktura iz dijakronijske perspektive. Model leksikalizacijskih obrazaca oživljava pitanje jezičnoga relativizma i pokazuje moć jezičnih struktura u oblikovanju naših pojmovnih struktura kroz vrijeme.

Between East and West: The Rhetoric of the Self in L2 Student Writing

Keywords: L2 (ESL/ELL) student writing, contrastive rhetoric, self-representation

This presentation discusses problems raised by cultural differences with respect to selfnarration and use of the first person in academic writing, by exploring a large sample of English as a Second (ESL) student essays. Western culture most commonly views events from one's own perspective (independent self), while Asian cultures typically position the self as part of the event (interdependent self) (cf. Markus and Kitayama 1991). The question that should be asked then is how multilingual writers from Asian cultures approach western academic prose and self-narration, especially in the context of increased student mobility. That the concept of individuality varies across cultures has been supported even by anecdotal evidence. Thus, Markus and Kitayama (1991:224) report that parents persuading children to eat do so differently in the U.S. and in Japan. To illustrate, an American parent would say: "Think of the starving kids in Ethiopia, and appreciate how lucky you are to be different from them." A Japanese parent would react differently by saying: "Think about the farmer who worked so hard to produce this rice for you; if you don't eat it, he will feel bad, for his efforts will have been in vain." Furthermore, research on differences in self-construction from the field of cultural psychology demonstrates that Asians, Asian-born immigrants, and Asian Americans are inclined to tell different self-narratives than European Americans (Wang 2008, 2009, i.a.) This presentation explores original student essays and their strategies for self-representation of western prose. In the first part of the presentation, the audience will be shown portions of autobiographical student texts. Strategies for the inclusion of the interdependent self in western writing style will be revealed. Thus, samples of low-stake assignments emphasizing the writer's voice and analytical writing will be demonstrated. Finally, the implications of this type of self-narration will be addressed, key among which being textual parsing, analytical writing, writer's voice, writer's contribution, and intellectual property.

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Language as a Cultural Tool: Conveying Emotions in Late Medieval Latin Accounts of the Mongol Other

In analysing medieval written sources, one needs to consider many aspects such as cultural and personal background of the author, as well as their agenda, characteristics of the genre etc. Thirteenth-century Latin reports on newly-(re)discovered Asian world were mostly written by church people who were missionaries and diplomats. The language of their reports was not a spoken one, yet it has been one of Europe's cultural cornerstones for two millennia. Drawing on classical and Christian literature it springs from one of the richest repositories of references known to humankind. Richness of a language can arguably be measured by layers and variety of its cultural references. The author has a longstanding interest in establishing relations between culture, identity, and emotions, especially in a cross-cultural setting. In this paper he briefly discusses some general issues in reconstructing historical regulation and expression of emotions, followed by specific examples of uses of language in conveying emotions. The sources in consideration are the four reports from the 1240s written by two clerics and two mendicants regarding the Mongols: Roger of Apulia, Thomas of Spalato, John of Plano Carpini, and Simon of St Quentin. This paper analyses their language and the way they transferred the emotions of the (violent) contact between cultures. The aim is to identify what the explicit and implicit ways of conveying emotions were in these historical accounts: the vocabulary, the metaphors and metonymies, imaginary and cultural references (to apocalyptic literature for example).

Metaphor Production by Patients with Schizophrenia

There is a huge body of research on figurative language comprehension by patients with schizophrenia (resulting in a long and fixed tradition of proverb tests), and an extreme deficit in research in figurative language production by such patients. The aim of this study therefore was to investigate metaphor production by patients with schizophrenia to detect possible errors by performing qualitative analysis. We formed a target group of five patients, and a control group of five healthy individuals. Target group was balanced by the type and degree of illness. The control and target group were balanced by age, gender and education level. In order to obtain balanced and comparable materials, we have: compiled an interview based on Clinical Language Disorder Rating Scale (Chen et al. 1996), prepared pictorial material designed as a story, and we also encouraged spontaneous speech. Interviews were recorded, transcribed, and annotated for: metaphor related words using MIPVU (Steen et al. 2010); for types and levels of metaphors using MetaNet.HR annotating schema (Despot et al. 2015); and for metaphorical patterns using elements of metaphor-led discourse analysis (Cameron et al. 2009). We found that percentage of mrws in the discourse produced by patients was remarkably similar to the one produced by controls. Overall, we found range of 6% to 11% of mrws in controlled speech of patients, and 7% to 10% mrws in controlled speech of the control group. Range of mrws in free speech produced by patients is from 7% to as high as 18%, even 20% in some discourse fragments. We did not find any differences in terms of idiosyncratic interpretations that would allow for characterizing any interpretation as “impaired”. These results suggest different approach to testing metaphor production ability by patients with schizophrenia, as well as using different methods to test their ability to understand figurative language.

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**Jezična relativnost u Istri viđena kroz konceptualizaciju pojma „poludjeti“ u
istriotskim, istromletačkim i čakavskim govorima**

Ključne riječi: jezična relativnost, istarski govori, konceptualna metafora, kognitivna lingvistika

Rad ima za cilj istražiti načine kako govornici različitih romanskih (istriotskih i istromletačkih) i hrvatskih (čakavskih) govora u Istri konceptualiziraju i leksikaliziraju pojam „poludjeti“ ovisno o kontekstima. Od ispitanika će se tražiti da opišu različite scene kad netko poludi – od sreće, od bijesa, od bolesti itd. – a dobiveni odgovori i priče snimit će se te analizirati s kognitivno – lingvističkog aspekta. Pretpostavljamo da ćemo unutar kratkih tekstova dobiti mnoštvo metaforiziranih izraza i frazema koji su ogledalo određenih mentalnih slika te ćemo unutar teorijskih postavki kognitivne lingvistike iznaći konceptualne metafore koje se skrivaju u pozadini i pokušati objasniti mehanizme koji su uključeni u opojmljivanje, leksikalizaciju i metaforizaciju pojma „poludjeti“ na Istarskome poluotoku. Na taj ćemo način usporediti sličnosti i razlike u poimanju i u izražavanju istoga pojma kod govornika različitih istarskih jezika i dijalekata – od autohtonoga romanskoga jezika u izumiranju, do rasprostranjenijeg istromletačkog govora te kod istarskih čakavaca koji su s njima u suživotu. Dobiveni rezultati dokazat će jesu li ti mehanizmi međusobno slični i jesu li kulturno i jezično isprepleteni, određeni i uvjetovani.

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Linguistic relativity in Istria seen through the conceptualisation of the expression „go crazy“ in Istriot, Istrovenetian and Čakavian Vernaculars

Keywords: Linguistic Relativity, Istrian Vernaculars, Conceptual Metaphor, Cognitive Linguistics

This article has the aim to investigate how speakers of different Romance (Istriot, Istrovenetian) and Croatian (Čakavian) Vernaculars in Istria conceptualise and lexicalise the expression „go crazy“ depending on the contexts. The participants will be asked to describe different scenes when someone goes crazy – because of happiness, anger, disease, etc. – and the obtained answers and stories will be recorded and analysed from a cognitive linguistic aspect. We assume that we will find many metaphorical and idiomatic expressions, which reflect certain mental images, as well as the conceptual metaphors that are hidden behind them, adopting the cognitive linguistic theories that will explain the mechanisms involved in conceptualisation, lexicalisation and metaphorisation of the expression „go crazy“ on the Istrian peninsula. In this way we will compare the similarities and the differences in understanding and expressing the same concept by the speakers of different istrian languages and dialects – from the autochthonous endangered Romance language (Istriot) to more widespread Istrovenetian and Istrian Čakavian idioms with which they are in contact. The results will prove if these mechanisms are the same and if they are culturally and linguistically determined, conditioned and intertwined.

Transitive uses of posture verbs in English

Keywords: posture verbs, constructional polysemy

Our previous research on posture verbs in English, Croatian and German has shown that figurative meanings of posture verbs in the three languages are motivated by universal bodily experience and are grounded in image schemas such as VERTICALITY, HORIZONTALITY, RESISTANCE, GOOD-FIT and others. However, even though the verbs denoting the concepts STAND, SIT and LIE follow roughly the same paths of meaning extensions in all three languages, we have noticed some differences. Namely, according to Talmy (2000: 78) the semantic domain of states involves three aspect-causative types: being in a state (stative aspect), entering into a state (inchoative aspect) and putting into a state (agentive type). All three languages analysed have different verbs for each aspect-causative type related with the experience of standing, sitting and lying. The agentive type is prototypically denoted by verbs put and lay in English, staviti in Croatian and stellen, setzen and legen in German. It is only in English that posture verbs can be used to denote 'putting into a state' meaning and not just 'being in a state' meaning, as attested in the following examples: sit the baby on your lap; sit the springform tin in a roasting pan; stand a ladder against the side of a house; stand the grapefruit on a cutting board; put your linen out on a hedge or lie it on the grass lawn; take a square piece of burlap, lie it on the floor and put the bags in the center. In this paper we argue that within the framework of construction grammar we can account for this discrepancy between the three languages. We claim that in English the intransitive stand, sit and lie can be used as transitive verbs due to constructional polysemy, i.e. the polysemy of the construction NP + verb + NP + PP. However, since such transitive uses of the verbs stand, sit and lie are still marginal in English, we analyse the examples elicited to determine to what extent the choice of posture verbs in such constructions is motivated by objects of such constructions.

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PANEL 4: SYNTACTIC DIVERSITY ACROSS TIME | SINTAKTIČKA RAZNOLIKOST KROZ VRIJEME

The panel aims to show diachronic and synchronic syntactic differences. We invite syntacticians and other linguists to contribute to the realisation of this goal. We welcome experts in the field of historical syntax to help us identify certain syntactic features from the Middle Ages until this day, as well as experts in contemporary syntax in order to determine the current state of syntax and form assumptions about its future. We believe that both traditional and contemporary approaches to syntax will find their place in this panel.

Cilj je panela pokazati sintaktičke raznolikosti u dijakroniji i sinkroniji. Pozivamo sintaktičare i ostale istraživače jezika da doprinesu ostvarivanju postavljenoga cilja. Očekujemo poznavatelje povijesne sintakse kako bismo utvrdili neke sintaktičke značajke od srednjovjekovlja do našega vremena, kao i poznavatelje suvremene sintakse da bismo mogli utvrditi suvremeno stanje, a potom iznijeti i pretpostavke o sintaktičkoj budućnosti. Vjerujemo da će svoje mjesto naći i tradicionalni i suvremeni pristupi sintaksi.

Panel leader | Voditelj panela
Diana Stolac, University of Rijeka

Konstrukcije s infinitivom u jeziku 19. stoljeća u Kraljevini Dalmaciji

Ključne riječi: sintaksa, infinitiv, Kraljevina Dalmacija, 19. stoljeće

U izlaganju će biti riječi o pet konstrukcija u kojima se pojavljuje infinitiv te će se opisati njihov razvoj tijekom 19. stoljeća. Cilj je ovoga istraživanja opisati navedene konstrukcije, dovesti u vezu njihovu učestalost s funkcionalnim stilom analiziranog korpusa kao i utjecajem lokalnoga idioma te pokazati kakve su promjene doživjele tijekom proučavanog razdoblja. To će se postići metodom ekscerpiranja iz odabranog korpusa koji čine dostupni javni tiskani tekstovi koji su izlazili na području Kraljevine Dalmacije, najčešće u Zadru. Riječ je člancima iz novina Kraglski Dalmatin (KD) (Il Regio Dalmata) koji je izlazio od 1806. do 1810. godine te Pokrajinski list (PL) koji je izlazio od 1860. do 1920. godine. Analizirani su tekstovi mahom administrativnoga funkcionalnog stila. Iako je druga polovica 19. stoljeća period koji je dalmatinskoj normi donio dramatične promjene i u konačnici stabilizaciju, uzet je širi period, cijelo stoljeće, jer se krenulo od pretpostavke da je za analizu ovakvih sintaktičkih promjena ipak potreban širi vremenski okvir. U prvoj proučavanoj konstrukciji infinitiv i modalni glagol javljaju se zajedno, s tim da je modalni glagol najčešće imati (poučavanje i odgajanje (...)) ima slijediti pravila). Takve su konstrukcije vrlo česte u analiziranom korpusu, a njihovu učestalost možemo dovesti u vezu sa stvaranjem administrativnoga stila i metodom rečenice „kondenzacije“ (Rišner, 2007: 210). Druga konstrukcija uključuje dvostruke infinitive (koi će imat valjat, mogli bi dati bojati se) čiju pojavnost također možemo dovesti u vezu sa sažetošću administrativnoga stila. Treća konstrukcija obuhvaća tvorbu futura infinitivom (bude li osoba imati svjedočbu), a četvrta postupak infinitivizacije, odnosno razvoj konstrukcije da + prezent koja prelazi u infinitiv, a koja je u 19. stoljeću još uvijek vrlo živa. Na kraju se aktualizira konstrukcija prijedloga za + infinitiv (uzroke vagliane za dostighnuti xeglienu prominu) koji se javlja u ranijim razdobljima kao jasan utjecaj čakavskoga narječja.

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Prilog sintaktičkoj analizi hrvatskoga jezika u izdanjima riječke tiskare Karletzky

Ključne riječi: hrvatski jezik, sintaksa, 19. stoljeće

U izlaganju su u središtu pozornosti sintaktičke značajke hrvatskoga jezika u izdanjima tiskare Karletzky, koja je u Rijeci djelovala od 1779. do zadnjega desetljeća 19. stoljeća. Analiza je usmjerena na one sintaktičke crte koje se ovjerenošću u više izdanja, pa i različite vrste, potvrđuju dijelom sintaktičkoga ustrojstva hrvatskoga književnog jezika u 19. stoljeću ili upućuju na promjene uzrokovane jezičnim razvojem i standardizacijskim procesima. Na nekima se od njih mogu promatrati i razvojni procesi u povijesti hrvatske sintakse te kronologija nekih mijena, pa i utvrđivati njihova funkcionalnostilska distribucija. Među njima su i konstrukcija *za + infinitiv* te dopuna od *+ genitiv* uz glagole govorenja, mišljenja i srodnih značenja. U izlaganju se razmatra zastupljenost, status i funkcija tih dviju konstrukcija u izdanjima tiskare Karletzky otisnutima na hrvatskom jeziku u razdoblju od 1800. do 1878. godine te se one promatraju u kontekstu dosad poznatih činjenica o njihovom statusu u hrvatskom književnom i standardnom jeziku.

Contribution to the syntactic analysis of the Croatian language in the editions of the Karletzky Printing House in Rijeka

Key words: Croatian language, syntax, 19th century

The paper focuses on the syntactic traits of the Croatian language in the editions of the Karletzky Printing House which operated in Rijeka from 1779 until the last decade of the 19th century. The analysis focuses on those syntactic traits that due to the fact that they are present in several editions, even those of different types, can be considered as attested traits of the standard Croatian language in the 19th century or that indicate changes caused by linguistic development and standardisation processes. Some of them even allow us to track the developmental processes in the history of Croatian syntax and the chronology of some changes, and even to determine their functional-stylistic distribution. They include the *za + infinitive* structure and the *od + genitive* structure with the verbs of speaking, thinking and other related verbs. In this paper we analyse the frequency, the status and the function of these two structures in the Karletzky Printing House editions in the Croatian language in the period between 1880 and 1978, and we view them in the context of the currently known facts about their status in Croatian literature and standard language.

Položaj (en)klitika u američkom hrvatskom

Pod utjecajem engleskog jezika hrvatski jezik druge generacije govornika u SAD-u doživljava mnogostruke promjene. Ovom prilikom bit će govora o položaju klitika u američkom hrvatskom (AH) gdje je situacija poprilično kompleksna, pa stoga i vrlo zanimljiva. Kao prvo, tu se ne vidi direktni utjecaj engleskog jezika jer u njemu ne postoje klitike kao u hrvatskom. Drugo, u rasporedu klitika kod govornika se osjeća utjecaj narječja (kajkavskog i čakavskog) u kojima postoji drugačiji, slobodniji red/raspored klitika. Primjer: *Ja kuham kako je me mama naučila*. Treće, u nekim slučajevima vidimo utjecaj reda riječi koji postoji u engleskom kao u primjeru: A ona je učila ih po hrvaski ('she taught them in Croatian'). Četvrto, treće lice glagola biti je javlja se u početnom položaju što je karakteristično za čakavske i kajkavske govore, ali samo u upitnim rečenicama poput *su našli?* umjesto *jesu [li] našli*. U sljedećem primjeru je se nalazi u deklarativnoj rečenici: Je on govorio u talijankom jeziku. Peto, svjedoci smo zanimljive promjene ili inovacije u položaju enklitike je koja se pomiče ulijevo. Primjeri: *je me, je mi, je ju, je učila ih*. Ovo pomicanje trećeg lica pomoćnog glagola biti nalazimo u drugim varijetetima hrvatskog u dijaspori kao npr. u gradišćanskom hrvatskom. U članku su predstavljeni primjeri različitog rasporeda klitika s pokušajem objašnjenja takvog rasporeda u američkom hrvatskom.

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O promjenama u moliškohrvatskoj sintaksi

Usprkos tome što je više od pet stoljeća odvojen od matične zemlje, moliški je hrvatski i danas prepoznatljiv kao dijalekt štokavskoga tipa s ponešto čakavskih primjesa. Uspio se očuvati zahvaljujući geografskoj izoliranosti i kompaktnoj naseljenosti. Premda se broj govornika smanjuje, još uvijek se govori u tri sela pokrajine Molise (Mundimitar, Kruč i Filič), svega nekoliko kilometara od granice s pokrajinom Abruzzo. Moliški je hrvatski doživio znatne promjene na svim razinama - fonološkoj, morfološkoj, sintaktičkoj i leksičkoj. Te su promjene najčešće uzrokovane doticajem s talijanskim jezikom, a osobito s abrućeško-moliškim dijalektom. Cilj nam je analizirati pojedine promjene do kojih je došlo u moliškohrvatskoj sintaksi, usporedbom sa hrvatskim standardnim jezikom, uzimajući pri tome u obzir i pojedine odlike hrvatskih priobalnih dijalekata. Analizirane jezične pojave bit će ilustrirane primjerima iz rječnika mundimitarskoga i kručkoga moliškohrvatskoga govora (Piccoli/Sammartino 2000, Breu/Piccoli 2000), iz moliškohrvatske gramatike (Sammartino 2004), te posebice iz kvartalnoga časopisa *Riča živa / Parola viva*, koji se od 2002. godine tiska u Mundimitru.

About some changes in the Molise Croatian syntax

In spite of the fact that it was isolated for centuries from the language spoken in its homeland, Molise Croatian is still recognisably a Shtokavian-Ikavian Croatian dialect with a number of Chakavian elements. It was preserved due to the geographic isolation of culturally compact settlements. Although the number of its speakers is decreasing, it is still spoken in three villages of the region of Molise, only a few kilometers from the border with Abruzzo: Montemitro (Mol.Cro. *Mundimitar*), Acquaviva Collecroce (Mol.Cro. *Kruč*) and San Felice del Molise (Mol.Cro. *Filič*).

Molise Croatian has undergone considerable changes at all linguistic levels – phonological, morphological, syntactic and lexical. These changes are caused mostly by the immediate contact with the Italian language, and the dialects spoken in the regions of Molise and Abruzzo in particular. Our aim is to analyse some of the changes in the Molise Croatian syntax through the comparison with the standard Croatian language, taking into consideration some characteristics of the Croatian littoral dialects. The analyzed linguistic features will be illustrated with the examples registered in the dictionaries of Molise Croatian local dialects of Montemitro (Piccoli/Sammartino 2000) and Acquaviva Collecroce (Breu/Piccoli 2000), Molise Croatian grammar (Sammartino 2004), and especially in the quarterly bilingual Molise Croatian-Italian magazine *Riča živa / Parola viva*, that has been published in Montemitro since 2002.

Sintaktičke raznolikosti u dijakroniji i sinkroniji (na primjeru pravnih tekstova)

Jezične se značajke mijenjaju tijekom vremena, neke manje, a neke više, neke sporije, a neke brže. Stoga je nužno promotriti sintaktičke raznolikosti u dijakroniji i sinkroniji.

Analiza je napravljena na primjeru velikoga broja pravnih tekstova od srednjega vijeka (počevši od Vinodolskoga zakona iz 1288. godine) i ranoga novovjekovlja (s brojnim statutima i urbarima) preko 19. stoljeća (s postavljanjem suvremenih zakonskih modela) do naših dana. Pokazuju se različite mogućnosti iskazivanja uzročno-posljedičnih odnosa, posebice u izricanju kazni zbog raznih kaznenih djela (što se dobro vidi u uporabi različitih vrsta zavisnosloženih rečenica, od pogodbenih do atributnih).

Premda je svaki pravni dokument dio jezične statičnosti pa ga vidimo kao jedan sinkronijski režanj, cjeloviti pristup nizu dokumenata u vremenu (odnosno takvome nizu sinkronijskih reznjeva) omogućava utvrđivanje dinamičnosti jezičnih pojava, a koji se može interpretirati s dijakronijskoga motrišta.

Ostaje otvorenim mogu li se na temelju ovakvih analiza donijeti (bar neke) pretpostavke o sintaktičkoj budućnosti.

Syntactic diversities in diachrony and synchrony (on the example of legal texts)

Linguistic traits change over time – some to a greater, and others to a lesser extent. Some are slower to change, others are quicker. Therefore, it is necessary to view syntactic diversity in both the diachronic and the synchronic perspective.

Our analysis has been conducted on the basis of a large corpus of legal texts from medieval (starting from the Vinodolski zakon from 1288) and early modern period (including numerous statutes and urbaria), over the 19th century (when the contemporary legal models were established) to our times. We focus on various options for the expression of cause and effect relationships, especially in the sentencing process (where these can be observed in various types of subordinate clauses, from conditional to attributive).

Although every legal document is a part of linguistic staticity and we see it as a synchronic segment, an integrated approach to a series of documents in time (that is to a series of such synchronic segments) enables us to determine the dynamics of linguistic phenomena and to interpret them from the diachronic perspective.

The question of whether we can make (at least some) assumptions about the future of syntax on the basis of such analyses remains open.

Hrvatski za-infinitiv: izvanjsko posuđivanje ili unutarnji jezični razvoj?

Ključne riječi: hrvatski jezik, infinitiv, prijedložni infinitiv, za + infinitiv, jezična promjena, gramatikalizacija, posuđenica

Upotrebu infinitiva u primjeru *Imate li sobu za iznajmiti?* u suvremenom hrvatskom jeziku obično se naziva »prijedložnim infinitivom« ili »konstrukcijom za + infinitiv«. Infinitiv upotrijebljen sa *za* smatra se negramatičnom pojavom, posuđenicom iz stranih jezika te se preporuča izbjegavanje takvog izričaja u biranijem književnom izrazu. U izlaganju će se predložiti drukčiji pristup i ukazati na to da je moguće riječ o unutarnjem jezičnom razvoju, kako je to naznačio već i I. Pranjković. Štoviše, *za*-infinitiv u hrvatskom jeziku slijedi univerzalni put semantičke i formalne gramatikalizacije infinitiva kakav je ocrtao M. Haspelmath. Pokazat će se to na temelju povijesne građe hrvatskog književnog jezika te na temelju određenih usporedbi s drugim slavenskim jezicima. U skladu s time, na kraju će se predložiti novi formalni opis ovakve upotrebe infinitiva.

Smjenjivanje sintetičkih i analitičkih izričaja u hrvatskoglagoljskim tekstovima

Ključne riječi: sintetički izričaj, analitički izričaj, hrvatski crkvenoslavenski jezik

Iako obimom zaostaju za radovima posvećenima ostalim gramatičkim razinama, opisi sintakse hrvatskoga crkvenoslavenskog jezika pružaju dobar uvid u bitne sintaktičke značajke najstarijega hrvatskoga književnog jezika. Monografski su obrađene raznovrsne sintaktičke teme i opisani brojni pisani spomenici, od najstarijih, fragmentarnih (12.–13. st.) pa do onih iz razdoblja „zlatnoga doba hrvatskoga glagolizma“ (15.–16. st.). Dragocjene podatke o sintaksi hrvatskoga crkvenoslavenskog jezika nerijetko pružaju i tekstološki radovi. Pritom se autori osvrću i na inojezične utjecaje na izučavane hrvatskoglagoljske tekstove, ponajprije grčke i latinske. Cilj je ovoga izlaganja na odabaranim primjerima prikazati sintaktičku raznolikost što je iskazuju inačice istoga teksta preuzeta iz različitih izvora pisanih hrvatskim crkvenoslavenskim jezikom. Pozornost je usmjerena na suprotstavljene sintetički i analitički ustrojene izričaje istoga značenja. Među prvima se ističu finitni i nefinitni glagolski oblici (aorist, imperfekt, preponirani trenutni prezent, imperativ, infinitiv i particip) u usporednom primjeru uobličeni složenim glagolskim oblikom ili zavisnom rečenicom. Spomenutim se kolebanjima pridružuje i smjena padežnih i prijedložnih izraza te na dva načina izraženo nijekanje. Provedena raščlamba potvrđuje očekivanje da je put prema analitizmu češći od suprotnoga, tj. od zamjene analitičkih oblika sintetičkima. Kada nije označeno drukčije, primjeri su odabrani iz građe za Rječnik crkvenoslavenskoga jezika hrvatske redakcije što ga u okviru svog dugogodišnjeg projekta izdaje Staroslavenski institut u Zagrebu.

Funkcija i značenje demonstrativa u odlomcima evanđelja reformacijskoga prijevoda Novoga testamenta (1563)

Ključne riječi: demonstrativi, prijevodi evanđelja, deiksa

Proučavaju se rečenice uvedene demonstrativom *evo* u reformacijskom prijevodu Novoga testamenta (ćirilično izdanje 1563) u usporedbi sa staroslavenskim (Zografsko evanđelje), staroslavenskohrvatskim (Prvotisak i Kožičićev Misal) i ostalim starohrvatskim prijevodima (Lekcionar Bernardina Splićanina, Kašićeva Biblija). Primjeri se klasificiraju s obzirom na predikativne funkcije te se posebno izdvaja prijenos prostornih značenja na tekstne odnose te na vremenska značenja. Tradicionalni (strukturnalistički) pogledi na značenje i uporabu demonstrativa (usp. Silić i Pranjković 2007, Sesar 1992, Klein 1985) dopunjuju se kognitivnosemantičkim razmatranjima metaforičnih ekstenzija (usp. Žic Fuchs 1991/92, Tanacković i Faletar 2017).

The function and meaning of demonstratives in the selected parts of the Gospel in the Reformation translation of the New Testament (1563)

Keywords: demonstrative, translations of the Gospel, deixis

The sentences with demonstrative word *eto* in the Reformation translation of the New Testament (Cyrillic edition 1563) are compared with the Old Church Slavonic (Zograf Gospel), Old Church Slavonic-Croatian (The 1st printed Glagolitic Mass-Book, and the Mass-Book by Kožičić), and with other Old Croatian translations (Lectionary by Bernardin of Split, Biblia Sacra by Kašić). Examples are classed with reference to the predicative functions, and the emphasis is on the mappings of spatial meanings on textual relations and time-relevant meanings. The traditional (structuralists) approach to the meaning and function of demonstratives (cf. Silić and Pranjković 2007, Sesar 1992, Klein 1985) are complemented by cognitive semantics approach and by interpretation of metaphorical extensions in particular (cf. Žic Fuchs 1991/92, Tanackovic and Faletar 2017).

PANEL 5: LINGUISTIC ENDANGERMENT IN SOUTHEAST EUROPE | JEZIČNA UGROŽENOST U JUGOISTOČNOJ EUROPI

What languages in Southeast Europe are in danger of extinction? What is their current state of ethnolinguistic vitality and what diverse factors are driving the language shift in the communities that speak them? Are there any revitalization activities in place? If so, how successful are they and what challenges do they encounter? What documentation work is being done to preserve the languages, if any? Southeast Europe is an area where several genetically and typologically diverse languages are spoken in communities that have been interacting with each other over many centuries. In linguistic and sociolinguistic terms, the area holds great interest. For example, one such area of interest is the study of contact-induced language change among several unrelated Balkan languages belonging to the Balkan Sprachbund as well as between different Romance and Slavic languages both in the present and in the past. However, as suggested by Victor A. Friedman (2016), while the Balkan linguistic area has been extensively studied in the linguistic literature, there is scant linguistic literature documenting and analyzing language endangerment in Southeast Europe (cf. Mosley 2010). With the goal of deepening the knowledge about language endangerment in the area, we invite proposals for 20-minute presentations on endangered languages spoken in different countries in Southeast Europe. We especially look forward to receiving proposals for papers examining the socio-economic, cultural, political and historical circumstances of language shift in these endangered linguistic communities, including issues of attitudes, social status and identity; reporting on and discussing language documentation projects; and providing accounts of and/or reflecting on any revitalization movements and/or activities.

Koji su jezici u Jugoistočnoj Europi na putu odumiranja? Kakva je njihova trenutačna etnolingvistička vitalnost i koji su raznovrsni faktori odgovorni za proces jezičnog napuštanja u jezičnim zajednicama koje ih koriste? Postoje li aktivnosti posvećene revitalizaciji ovih jezika? Ako postoje, s kojim se izazovima susreću? Postoje li projekti dokumentiranja u cilju očuvanja ovih jezika i kakve su to aktivnosti ili projekti?

Jugoistočna Europa je područje na kojemu su mnogobrojne jezične zajednice, koje govore genetski i tipološki raznovrsne jezike, bile i ostale u svakodnevnom kontaktu jedne s drugima kroz mnoga stoljeća. U lingvističkom i sociolingvističkom smislu, ovo područje je vrlo zanimljivo i značajno. Jedan primjer te zanimljivosti i značaja je pitanje jezičnih promjena uzrokovanih jezičnim dodirima, tj. pitanje međusobnih utjecaja između jezika koji pripadaju Balkanskom jezičnom savezu kao i između različitih romanskih i slavenskih jezika u sadašnjosti i u prošlosti. Međutim, kao što primjećuje Victor A. Friedman (2016), nasuprot činjenici da je Balkanski jezični savez intenzivno proučavan i opsežno zastupljen u lingvističkoj literaturi, postoji samo oskudna lingvistička literatura koja bilježi i analizira jezičnu ugroženost u Jugoistočnoj Europi (usp. Mosley 2010).

S ciljem produbljivanja spoznaja o jezičnoj ugroženosti na ovome području, pozivamo prijedloge za dvadesetminutne prezentacije na temu ugroženih jezika u zemljama Jugoistočne

Europe. Posebno pozivamo sažetke za prezentacije o socioekonomskim, kulturnim, političkim i povijesnim okolnostima jezičnog napuštanja u ovim ugroženim jezičnim zajednicama, uključujući i o pitanjima stavova, društvenog statusa i identiteta; o projektima jezičnog dokumentiranja; te o aktivnostima ili pokretima revitalizacije.

Panel leader | Voditeljica panela

Zvezdana Vrzić, University of Rijeka

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Studija slučaja ugroženoga jezika: arbanaški u suvremenom kontekstu

Ključne riječi: sociolingvistika, arbanaški jezik, ugroženi jezici

Jezik zadarskih Arbanasa jedan je od ugroženijih jezika u Republici Hrvatskoj te je u UNESCO-ovu Atlasu jezika svijeta rangiran kao iznimno ugrožen (Moseley 2010), sa svega 300-500 govornika prema posljednjim procjenama (Bilić Meštrić i Šimičić 2016: 26-27). Imajući na umu da je jezik prije svega društvena praksa (usp. Bourdieu 1992), cilj je izlaganja predstaviti suvremeno istraživanje uloge arbanaškog jezika u kontekstu promjena unutar arbanaške zajednice. Istraživanje je provedeno metodom polustrukturiranog intervjua s članovima arbanaške zajednice, a predmet istraživanja bile su komunikacijske domene u kojima se arbanaški u današnje doba koristi kao živući jezik, kao i stavovi Arbanasa prema arbanaškom jeziku, odnosno njegovu mogućem nestanku. Pritom će se stavovi prema arbanaškom jeziku unutar same zajednice predstaviti kao ključni za budućnost jezika jer određuju jezično ponašanje govornika te u konačnici hoće li se navedeni varijetet nastaviti koristiti unutar zajednice ili ne. Usto, na tragu perceptivne dijalektologije kvantitativno će se obraditi stavovi Zadrana nearbanasa prema arbanaškom jeziku prikupljeni anketnim ispitivanjem. Polazeći od pretpostavke da stavovi prema određenom varijetetu zapravo odražavaju stavove prema govorniku koji se tim varijetetom služi, prikupljeni će podatci poslužiti kako bi se predstavila interakcija između govornika hrvatskoga i govornika arbanaškoga u Zadru. Pitanje nestanka jezika promatra se kroz prizmu individualnog i kolektivnog identiteta te njegove konstrukcije unutar arbanaške zajednice u Zadru. U istraživanju se ispituje i prijelaz s arbanaškog na hrvatski jezik među većinom članova zajednice te kako on utječe na njihovu samoidentifikaciju. Pri tome se razmatraju osobna shvaćanja vlastitoga identiteta govornika, dok se na identifikaciju gleda kao na kontinuirani društveni i politički proces (usp. Bucholtz i Halle 2004). Budući da jeziku pristupamo kao jednomu od ključnih mehanizama u proizvodnji identiteta, među ciljevima nam je i ustvrditi koliko je arbanaški jezik važan kao identitetski marker te kakva je njegova simbolička vrijednost unutar zajednice. Navedenim se istraživanjem, kao i sintezom dosadašnjih historiografskih, lingvističkih i ostalih interdisciplinarnih radova, pokušava odrediti uloga koju arbanaški jezik ima danas, ali i njena nužna fleksibilnost u okviru suvremenih i budućih promjena unutar zajednice.

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Endangered Language Case Study: Arbanasi in a Modern Context

Keywords: sociolinguistics, Arbanasi language, endangered languages

The language of the Zadar Arbanasi is one of the most endangered languages spoken in the Republic of Croatia, as evidenced by its “severely endangered” vitality ranking in the UNESCO Atlas of the World's Languages in Danger (Moseley 2010), having 300-500 speakers according to the last estimates (Bilić Meštrić & Šimičić 2016: 26-27). Keeping in mind that language is above all a social practice (cf. Bourdieu 1992), the purpose of the paper is to present a contemporary research of the Arbanasi language's role in the context of changes in the Arbanasi community. The research was conducted by the semi-structured interview method on members of the Arbanasi community, focusing on communication domains where Arbanasi is used as a living language nowadays, as well as the Arbanasi's attitudes towards their language and its possible extinction. The attitudes towards the Arbanasi language within the community will be presented as crucial for the language's future, since they determine a speaker's linguistic behaviour and eventually whether the variety will continue being used by the community. Furthermore, adopting a perceptual dialectological approach, attitudes towards the Arbanasi language held by non-Arbanasi inhabitants of Zadar, which have been investigated by means of a questionnaire, will be quantitatively presented. Under the assumption that attitudes towards a variety actually reflect attitudes towards the speakers of the variety, the collected data will be used to portray the interaction between Croatian and Arbanasi speakers in Zadar.

The subject of language death is examined through the prism of individual and collective identity and its construction in the Zadar Arbanasi community. The study also addresses the shift from the Arbanasi to the Croatian language that has occurred among the majority of the community members and its influence on their self-identification. Speakers' own understanding of their identity will be considered, while identification is viewed as a continuous social and political process (cf. Bucholtz & Halle 2004). Since we approach language as a crucial mechanism in the production of identity, one of our goals is to establish how important the Arbanasi language is as an identity marker and what symbolic value it has.

The mentioned research, in synergy with a synthesis of previous historiographical, linguistic and other interdisciplinary works, is an attempt to determine the role that the Arbanasi

language has today, as well as that role's necessary flexibility considering the present and future changes within the community.

Heritage language anxiety: a study of the Fiuman dialect

Key words: language anxiety, minority language, heritage language

Language anxiety is a topic that has generated countless studies, mostly in the foreign language acquisition domain. It can be defined in two ways: as a manifestation of general types of fears (e.g. personality traits) or as a distinct variety of fear manifested in language learning and use (Mihaljević Dijgunović, 2002). This study deals with a relatively unexplored area – heritage language anxiety, primarily related to the source of fear associated with negative social evaluation. The heritage language this study deals with is the Fiuman dialect, a dialect of the Venetian language which, to a certain extent, persevered in Rijeka (Croatia), especially within the local Italian minority. The dialect has less speakers than in the past, and young people rarely use it (Crnić Novosel & Spičijarić Paškvan, 2014), partly because of linguistic anxiety. The key purpose of this study is to examine the reasons and the sources for language anxiety that young speakers of the Fiuman dialect experience in local elementary and secondary schools. For this purpose, a questionnaire was constructed and results show that negative social evaluation is indeed an important source of anxiety among young speakers, which might negatively impact the frequency of use of the dialect in the future.

**Language shift and revitalization potential of Arbanasi - voices of the community
and the researcher's role**

In the last twenty years, we have witnessed growing concerns for the world's linguistic diversity, with linguists and language activists drawing on numerous arguments to raise awareness of the rapid decrease in the number of world's languages. During this period, scientists as well as speakers of endangered communities have become cognizant that awareness of the language loss itself is not enough to stop the impoverishment of local language ecologies, and that one should, in joint work with speakers, seek to find ways of preserving or revitalizing disappearing languages. Although these challenges are universal, language planning initiatives in turn need to be embedded into local contexts, attuned to specific historical and discursive ecologies. In order to address the topic of language shift, present and discuss revitalisation measures in a specific context, we argue for a community-based approach in the description of the historical and discursive context of the Zadar Arbanasi from Croatia. Thus, the aim of this paper is twofold: to analyse and (critically) discuss the present revitalisation efforts in the Zadar Arbanasi community and the (potential) role of the researcher in these processes. Methodologically, our work draws on direct involvement with the community; ethnographic research with community members conducted from 2015 to 2016 (participatory observation in language classes, 2 focus groups and interviews) and on the workshop with (traditional, latent and new) speakers conducted in 2016. We discuss the evaluation of sustainability of Arbanasi language by means of referring to its role as an identity marker, as a means of communication, and in terms of its visibility and use in institutional contexts. Our findings indicate that language planning for Arbanasi is a contested ground among somewhat divided community members, which makes it even more challenging for a researcher to find an appropriate role in the language planning initiatives. In conclusion, we argue that unless research and the revitalization measures include historical and ideological critique, the conclusions (and resulting actions) produced by researchers may be not only unjustified and erroneous, but part of a larger process of domination which feeds on these very discourses of endangerment.

Osiromašivanje glasovnog inventara italoфонnih govornika u zapadnoj Slavoniji

Ključne riječi: talijanski idiom, manjinski jezik, fonetske značajke

Idiom, koji su krajem devetnaestoga stoljeća talijanski imigranti donijeli u zapadnu Slavoniju očuvao se tijekom više od stotinu i trideset godina, ponajprije zahvaljujući izoliranosti zajednice njegovih govornika. Istodobno, zbog prirodnoga gubitka govornika toga govora te postupno sve slabijega i napokon gotovo potpunoga prestanka njegova prenošenja unutar obitelji u posljednjih pedesetak godina, taj je manjinski idiom postao visoko ugrožen (Nettle i Romaine 2001). Pri proučavanju ove zajednice uočene su neke fonetske osobitosti o kojima je pisano i prije tridesetak godina (Savi 1987), a odnose se na postojanje i status više tipova zvučnih i bezzvučnih frikativa. U spomenutim starijim podacima o toj vrsti glasova navode se tri tipa zvučnih i bezzvučnih frikativa, tj. alveolarni (/z/ i /s/), postalveolarni (ž i š, odnosno 3 i j) te alveolo-palatalni (ž i š), pri čemu je proizvodnja glasova iz dviju posljednjih skupina ovisila isključivo o govorniku, budući da nisu imali status fonema. Osim ovih, govorilo se i o dentalnom paru frikativima, /ð/ i /θ/. U razmaku od trideset godina jezična se situacija u ovim italoфонnim zajednicama s obzirom na više elemenata – na broj i vrstu govornika, na status autohtonoga idioma u samoj zajednici, na većinski hrvatski jezik i na nadređeni talijanski jezik – promijenila. U okviru recentnoga istraživanja ostvareni su slušni zapisi govora u slavonskim italoфонnim enklavama. Kod sadašnjih se ispitanika obuhvaćenih ovim istraživanjem pokazalo da zabilježeni nizovi frikativa ne odgovaraju onima u prethodnim opisima, odnosno da su postalveolarni (zvučni i bezzvučni) frikativi znatno češći od onih alveolo-palatalnih, dok su u nekim slučajevima dentalne realizacije potpuno odsutne. Stoga je odlučeno da se pouzdane i nepouzdanе govornike talijanskoga idioma u zapadnoj Slavoniji podvrgne ponovnom snimanju kako bi se provjerio njihov izgovor ciljanih glasova i to u izoliranim riječima, a zatim i u jednostavnim rečenicama s tim riječima. Pretpostavka je bila da će izostanak jednoga tipa palatalnih frikativa, odnosno stapanje postalveolarnih i alveolo-palatalnih glasova, kao i gubitak dentalnih frikativa u ponuđenim riječima biti češći kod nepouzdanih govornika talijanskoga idioma. Cilj je ovoga rada pridati posebnu pozornost proizvodnji naznačenih parova frikativa, uočiti u kojem se glasovnom kontekstu odstupanja očituju te razmotriti razloge koji ih uvjetuju. Dosadašnji rezultati dobiveni u analizi toga korpusa nisu potvrdili tu hipotezu jer promjene u tipu frikativa doista postoje kod svih govornika, a gubitak pojedinih tipova nije svojstven samo nepouzdanim govornicima.

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Impoverishment of phonic system of the Italian speaking people living in western Slavonija

Keywords: Italian vernacular, minority language, phonetic characteristics

Toward the end of the 19th century a group of Italian immigrants settled in western Slavonia. Their descendants preserved their native vernacular mostly because they lived isolated and surrounded by the Croatian language. During decades the number of its speakers diminished, either because of their natural loss or because the vernacular ceased to be passed on and used in a family and this minority language has become highly endangered (Nettle i Romaine 2001). A case study by Savi (1987) dedicated to the description of that vernacular informed about three types of voiced and voiceless fricatives, namely of a pair of alveolar (/z/ and /s/), of pre-palatal or palatal-alveolar (ž and š, or according to IPA, ʒ and ʃ) and of alveolo-palatal fricatives (ž and š). According to the report, fricative phones of the last two pairs were not phonemes since their realization was due to speakers' pronouncing habits. The same case study spoke also about a dental fricative pair, /ð/ and /θ/.

The situation in the Italian speaking enclaves in Slavonia has changed and reasons are numerous, such as the number of speakers of the native vernacular and its position within the community, its relation towards Croatian, the majority language, and towards Italian, its cover language, etc. According to the recordings made recently in a new field research, the fricative series do not correspond to those described thirty years ago: alveolo-palatal pair seems to be rarer than the pre-palatal one, while dental realizations have almost disappeared. It was decided to do additional recordings with both reliable and unreliable speakers of the Italian idiom in the area in order to check their pronunciation of targeted fricatives present either in isolated words or in sentences formed with the same lexemes. My hypothesis was that the merging of palatal fricatives, as well as the loss of dental ones in the selected words would be more frequent among unreliable speakers. The aim of this paper is to focus on the articulation of the selected phones, to understand in what phonic context deviations occur and to find out what causes them. The results obtained from the so far analysed corpus have not confirmed this hypothesis since changes in fricative phones can be perceived in all types of speakers, and the loss of certain types is not typical only for unreliable speakers.

Minority languages in the cross-border Alps-Adriatic Community: Teacher education at the University College of Teacher Education Carinthia (PHK Klagenfurt)

The area of the cross-border Alps-Adriatic Working Community (Alpen-Adria/Alpe-Adria/Alpe-Jadran/Alpok-Adria) includes neighboring Regions, Provinces and Counties under the sovereignty of different countries: Austria, Italy, Slovenia, Croatia, Hungary and Germany. In addition to the respective national languages, in this area live a number of minority language communities: Slovenian, Croatian and Hungarian in Austria (Carinthia and Burgenland); Slovene, Friulian, Dolomite Ladin and German(ic) varieties in Italy (Friuli Venezia Giulia and Veneto); Italian, Hungarian and Romani in Slovenia; Italian, Rumanian, Czech, Slovak, Serbian, Hungarian and Pannonian Rusyn in Croatia, etc. The Status of these minority languages is different for each country and region of this area, as shown by the data collected for this presentation. Situated in the heart of Alps-Adriatic Community area, at the intersection of the major European language families (Germanic, Romance, Slavic, Finno-Hugric), the University College of Teacher Education Carinthia - Viktor Frankl UC (Pädagogische Hochschule Kärnten - Viktor Frankl Hochschule, PHK) in Klagenfurt is a post-secondary college and an educational centre for teachers and for persons who engage themselves in several pedagogical fields. Among other tasks, the PHK focuses on the development and support of scientific projects in the fields of minority language didactics, language acquisition, and intercultural learning. The purpose of this paper is to present the new curriculum in teacher education "Plurilingualism and Intercultural Education in the Alps-Adriatic Area", started at the PHK in the academic year 2016/2017. Many courses, seminars and field researches of this curriculum are specifically dedicated to the plurilingualism, minority languages and linguistic varieties of this area and their teaching. The curriculum also deals with conservation and promotion of the various cultural heritage in this area. Among others, we highlight the following modules and courses: Module: Multilingualism and intercultural education in the school context; Language education in Europe: global - national – regional; Principles of intercultural education; Autochthonous languages in the Austrian school system; The importance of neighboring languages ; Culture vs nature in the Alps-Adriatic areal (seminar with excursion); Field research: An approach to regional diversities; Module: The Alps-Adriatic region in the research focus I - II; Action-oriented approach to diversity in and between systems; Art, culture and identity in the bilingual area of Carinthia (seminar with excursion); Slovenian as a medium of instruction: the bilingual schools in Carinthia; Module: The Alpe-Adria region as a research field I; Minority languages and multilingual school systems in Friuli VG (Italy); Research learning in the region Friuli Venezia Giulia (seminar with excursion); Minority languages and multilingual school systems in Slovenia.

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History, Politics, Culture, Society as Factors of Language Shift within Zaratino Speech Community

Keywords: Zadar Venetian, Language Shift, Historical, Political, Socio-cultural Factors

Zadar Venetian Dialect, also known as Zaratino, is Zadar's variant of Venetian emerged as a contact language during the centuries of Venetian government. Up to the Forties of the last century, it had one of the leading conversational roles in the city. Apart from the term Zaratino, the speakers also use the terms Veneto-Dalmata, or just Veneto, that is, Dalmato. The Zaratino speech community today, characterized by complex linguistic and identity repertoires (Venetian, Italian, Croatian Štokavian, Croatian Čakavian and Arbanasi), numbers 500 members but much fewer bilingual Italian- Croatian or Venetian- Croatian speakers who use it in a very restricted number of situational domains. At the Expanded Graded Intergenerational Disruption Scale (EGIDS), Zaratino is positioned at the 8b level as a “nearly extinct” language. The research is based on recordings of semi-structured interviews conducted between 2011 and 2017 with 14 Italian or Venetian speakers in Zadar. When it comes to the speakers’ linguistic background, Zaratino is their mother tongue, while they learnt Italian in Italian schools. Some of them also used Zadar Albanian (Arbanasi) idiom in family settings. They learnt Croatian later; in church, in contact with Croatian inhabitants of Zadar, or after 1945. Their language competence in Zaratino is weaker than in Italian. For that reason, most of the interviewees used exclusively Italian throughout. This paper aims to get a general, both diachronic and synchronic, insight into the socio-cultural, political and historical factors that have caused the language shift from Zaratino to Italian and finally to Croatian. From the diachronic standpoint, the paper aims to determine and discuss the historical and political factors of language shift, such as the exodus of almost 20 000 members of Italian community in 1943-44 as a consequence of the American - English bombing of Zadar's historic nucleus, or the political and socio-cultural situation that followed the Second World War in former Yugoslavia. From the synchronic standpoint this paper’s objective is to examine today’s most prominent factors contributing to language shift, such as legal status, language attitudes, mixed marriages, perceived identities and others.

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Language revitalization at the periphery: Cypriot Arabic in the 21st century

Key words: Cypriot Arabic, minority languages, revitalization

The aim of this paper is to present revitalization efforts for Cypriot Arabic undertaken by the Ministry of Education and Culture of Cyprus since 2007 and the prospects for success. Cypriot Arabic is an indigenous form of Arabic spoken by Maronite Arabs who immigrated to Cyprus from nearby areas between the 8th-12th centuries (Roth 1973, 1974, Borg 1985, 2004). Because of its early isolation from other forms of Arabic and due to its perennial contact with a non-Semitic language, Greek, Cypriot Arabic has developed into an exceptional variety which is considered to be the most divergent Arabic variety spoken today (Borg 1985; Gülle 2014, 2016). Demographic shrinkage, geographic reduction, displacement of population and social upheaval experienced by the Maronite community have had as a result language change and shift, therefore, according to Unesco, Cypriot Arabic is to be considered as a severely endangered language. Cypriot Arabic has been recognized as a minority language by the Cyprus government within the meaning of the Charter of the Council of Europe in November 2008. The revitalization efforts undertaken as a result of this recognition in the areas of: (a) language documentation, (b) graphization and standardization of writing and (c) acquisition planning, will be presented and discussed against the current political and economic situation of Cyprus. Finally, the advantages and disadvantages of the mode imposed for the revitalization process, reactions to the revitalization process as well as the prospects for success will be evoked.

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Fijumanski dijalekt danas: stavovi i uporaba

Ključne riječi: fijumanski dijalekt, napuštanje jezika, očuvanje jezika

U radu su predstavljeni rezultati istraživanja provedenoga u Rijeci među govornicima fijumanskoga dijalekta, autohtonoga manjinskog idioma iz skupine romanskih jezika koji već stoljećima u gradu i njegovoj okolici supostoji uz većinski hrvatski jezik. Cilj je istraživanja utvrditi trenutni status fijumanskoga dijalekta u uvjetima asimetrične dvojezičnosti, odnosno ispitati je li u tijeku proces napuštanja idioma ili postoji tendencija njegova očuvanja. Te su pojave rezultat jezičnoga kontakta između dviju ili više jezičnih zajednica nejednakoga statusa (Edwards, 2010). Pod pojmom napuštanja jezika misli se na postupnu zamjenu manjinskoga jezika većinskim u svim domenama jezične uporabe, a pod pojmom očuvanja jezika na kontinuiranu uporabu manjinskoga jezika (Pauwels, 2016). Istraživanje je provedeno pomoću upitnika s pitanjima otvorenoga i zatvorenoga tipa kojim se, osim jezične biografije i samoprocjene jezične kompetencije pripadnika različitih generacija govornika fijumanskoga, ispituju: (a) njihovi stavovi prema fijumanskome dijalektu (u usporedbi s hrvatskim i talijanskim standardnim jezikom), (b) uporaba fijumanskoga dijalekta u različitim domenama, (c) svijest govornika o prisutnosti fijumanskoga dijalekta u medijima i (d) njihov doprinos očuvanju dijalekta. Preliminarni rezultati istraživanja pokazuju da govornici fijumanskoga dijalekta očuvanje toga idioma smatraju važnim. Iako je fijumanski za njegove govornike simbol identiteta, njegovoj vitalnosti ne daju visoku ocjenu. Visokom ocjenom međutim ocjenjuju svoju jezičnu kompetenciju, no služenje je fijumanskim ograničeno prije svega na krug obitelji, komunikaciju s prijateljima i kolegama koji govore fijumanski dijalekt te s pripadnicima Zajednice Talijana. Standardni se talijanski jezik smatra bogatijim, ljepšim, modernijim i profinjenijim od standardnoga hrvatskog jezika i fijumanskoga dijalekta, dok se fijumanski dijalekt doživljava bližim i dražim od ostala dva jezična koda. Što se tiče važnosti poznavanja fijumanskoga dijalekta, integrativna motivacija prevladava nad instrumentalnom. Govornici se fijumanskoga slažu da je potreban veći napor u njegovu očuvanju, pojedinačni i institucionalni. To upućuje na dvojaku tendenciju: s jedne strane nastojanje da se u privatnoj komunikaciji jezik ne zatire i prenese na nove naraštaje, što je preduvjet njegova očuvanja, ali i na opadanje njegove uporabe (u javnome prostoru) s druge strane, što može biti pokazateljem postupnoga napuštanja jezika.

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The Fiuman dialect today: Language attitudes and language use

Keywords: Fiuman dialect, language shift, language maintenance

This paper reports on the study conducted in the town of Rijeka among the speakers of the Fiuman dialect, an indigenous minority idiom belonging to the group of Romance languages which has co-existed in the town and its surroundings for centuries together with the majority Croatian language. The aim of the study is to determine the present status of the Fiuman dialect in the situation of asymmetrical bilingualism, that is, to investigate whether the process of language shift is taking place or there is a tendency towards language maintenance. These two phenomena are a result of language contact between two or more linguistic communities of an unequal status (Edwards, 2010). The term language shift refers to the gradual replacement of the minority language with the majority one in all domains of language use, and the term language maintenance to the continued use of the minority language (Pauwels, 2016).

The data were collected via a questionnaire comprising open- and closed-ended questions which, in addition to the language biography and self-assessed language proficiency of Fiuman speakers of different ages, investigate: (a) their attitudes towards the Fiuman dialect (in comparison with standard Italian and Croatian), (b) its use in different domains, (c) speaker awareness of the presence of the Fiuman dialect in the media, and (d) their contribution to language maintenance. The preliminary findings show that Fiuman speakers attach importance to the maintenance of the dialect. Although they report Fiuman to be a symbol of their identity, its vitality is not rated high. Their language competence, however, is rated high, but the use of Fiuman is restricted to communication with family members, friends and colleagues who speak the dialect, as well as with the members of the Italian community. Standard Italian is considered to be richer, more beautiful, more modern and more sophisticated than standard Croatian and the Fiuman dialect, while Fiuman is described as closer and evoking more positive emotions than the other two linguistic codes. The speakers are more intrinsically than extrinsically motivated for knowing the Fiuman dialect. Fiuman speakers agree that greater effort should be devoted to the maintenance of the Fiuman dialect, both individual and institutional. These results point towards a tendency to maintain the dialect and transmit it to new generations, which is a prerequisite for its maintenance, but also to the decline of its use (in public domains), which may be a sign of gradual language shift.

Child language documentation and the role of the community in preserving endangered Romani varieties in Southeast Serbia

Keywords: child language documentation, participatory actions for language protection, Romani language

This paper reports on the endangered Romani varieties spoken in Southeast Serbia (the town of Knjaževac and the nearby village of Minićevo), with particular focus on the child language documentation. According to 2011 Census, 643 people are using Romani as their mother tongue in Knjaževac and its surroundings. The two primary schools included in the study ("Kaplar" in Knjaževac and "Dubrava" in Minićevo) are attended by 150 Roma children (which makes 13% and 50% of the pupils, respectively). In the area, there is an extensive language contact between Serbian as a majority language and different varieties of Romani, mainly Gurbet, Arli and Lejaš (Sikimić 2017). The main aim of the project is to document Romani language as spoken by the younger population. Language data were collected from 23 elementary school pupils aged 7 to 13. Firstly, children were shown 6 short non-verbal cartoons (cf. details in Savić, Popović, Anđelković 2017) and asked to retell their content. Additionally, various autobiographical stories and narratives focusing on the topics of Romani tradition were produced by the respondents. The corpus presents a work in progress and contains around 4 hours of audio and video material. The data collected are particularly suitable for miscellaneous linguistic analysis, although the phenomena of code-switching, loanwords and their adaptations appear to be the most prominent results of language contact between Serbian and Romani speakers, suggesting potential language shift. An additional aim is to present the numerous projects and participatory measures taken by the local community and schools in order to promote the use of Romani. Semi-structured interviews were conducted with primary school teachers, educational assistants, an official local Roma coordinator, a Romani language teacher, a librarian, schools' principals and pupils. The interviews have shown that these projects are focused on activities in which children are taught how to read and write in Romani (given that they are illiterate in their mother tongue). As of September 2017 the school in Knjaževac has been organizing optional classes of Romani language attended by 35 out of 100 Roma students. In order to encourage the use of Romani, the Public library "Njegoš" in Knjaževac organizes workshops for Roma children, one of which was video recorded for the purpose of the paper. Both child language documentation and the activities within the community aimed at the younger population could be considered a positive participatory practice and a model for the protection of endangered languages.

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Some observations on the influence of Romanian on Carașova vernaculars

Romanian Banat is a multi-ethnic region where, among others minority groups, lives a small group of people known as Carașova Croats. Carașova Croats inhabit seven villages: Carașova (Karaševo), Nermet (Nermiđ), Clocotici (Klokotič), Iabalcea (Jabalče), Lupac (Lupak), Rafnic (Ravnik) and Vodnic (Vodinik). In these villages they represent the absolute majority, but they are surrounded by Romanian population. Furthermore, Romanian is the official language of the state they live in as well as the language of the media. Considering this situation, members of this community are inevitably bilingual: they speak both the local dialect(s) – Carașova Croatian – and Romanian (standard variant or dialect or both). Both languages are used in private (family, friends) as well as in public communication (school, church, administration). On the other side, although compact and stabile, additionally protected from assimilation by different religion, the population of this little community is in constant decrease. Centuries of cohabitation and interaction resulted in strong Romanian impact over Slavic varieties spoken in Carașova and other six villages. This influence is visible on all linguistics levels, in particular vocabulary and phraseology of Carașova dialects, but some phonological and morphological features are also explainable by this interference. However, the most drastic change which has occurred in this Slavic language system is visible in gender system. Romanian has three genders, but Romanian neuter is – generally speaking – formed from a series of nouns showing masculine characteristics in singular and feminine in plural. The neuter in Carașova dialects has suffered some serious modifications: the personal pronoun for neuter, *ono*, is replaced by masculine *on*, leading to adjectives increasingly coming in masculine form (in place of neuter) both in singular and plural.

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Neka zapažanja o utjecaju rumunjskoga na karaševske govore

Rumunjski Banat je multietnička sredina u kojoj, među ostalim manjinama, živi mala skupina poznata kao karaševski Hrvati. Karaševski Hrvati naseljavaju sedam sela: Karaševo (Carașova), Nermiđ (Nermet), Klokotič (Clocotici), Jabalče (Iabalcea), Lupak (Lupac), Ravnik (Rafnic) i Vodnik (Vodnic). Iako u tim selima oni predstavljaju apsolutnu većinu, okruženi su rumunjskim stanovništvom, a osim toga, rumunjski je službeni jezik države u kojoj žive i jezik medija. S obzirom na tu situaciju, pripadnici ove zajednice neizbježno su dvojezični: govore lokalnim idiomom/idiomima i rumunjskim (standardnim ili dijalektalnim ili oboje). Oba su jezika i u privatnoj uporabi (u obitelji, među prijateljima) i u javnoj (u školi, crkvi, općini). S druge strane, iako je skupina kompaktna i stabilna te dodatno zaštićena od asimilacije pripadnošću drugoj religiji, broj stanovnika ove male zajednice u stalnom je opadanju.

Stoljeća suživota i interakcije rezultirala su snažnim rumunjskim utjecajem na slavenske varijetete kojima se govori u karaševskim selima. Taj je utjecaj vidljiv na svim lingvističkim razinama, posebno u leksiku i frazeologiji karaševskih govora, ali i neke fonološke i morfološke osobine mogu se objasniti tom interferencijom. No najdrastičnija promjena koja se pojavila u tom slavenskom jezičnom sustavu vidljiva je u sustavu rodova. Rumunjski ima tri roda, ali rumunjski srednji rod –govoreći općenito – čini niz imenica koje u jednini pokazuju obilježja muškoga roda, a u množini ženskoga. Srednji je rod u karaševskim govorima pretrpio ozbiljne promjene: osobna zamjenica za srednji rod, *ono*, zamijenjena je zamjenicom za muški rod, *on*, što dovodi do toga da i pridjevi učestalo dolaze u muškom rodu (na mjestu srednjega), i u jednini i u množini.

Serb minority rights in Croatia and the use of language

Key words: language ideologies, plurilingualism, minority rights

After almost two hundred years of common language developments and language and linguistic politics, and many controversies resulting from it, Croats and Serbs are obsessed with the path of separate linguistic development and separate national language policies.* (Pupovac 1999) The Serb population once had constitutional rights in the Socialist Republic of Croatia and after the independence of the country, became a minority with significantly reduced rights. The project would examine the different language ideologies that have influenced that idea of merging the language and national community into one and if there is a possibility of greater tolerance towards the speakers of other variations of the language that some linguists still consider as one polycentric language.** 'The Hymesian perspective to plurilingualism as an essential dimension of communicative competence was revived in the *Common European Framework (CEFR)*'. (Kalliokoski 2011, 87) Chomsky's model as a monolingual model of language has had some criticism as it does not take into the consideration the social dimension of language. The analysis would examine the minority newspaper *Novosti* and mainstream *Večernji List* articles: 1. how do the Serbs legitimate their existence and 2. on what kinds of cultural sources do they rely in representing their identity? It would draw on some experiences (NGO interviews) from Estonia and Northern Ireland on the impact of EU constitutions on protection of national minority rights and their identity, also the reality of considerably difficult socioeconomic and disempowered positions of these minorities. (Laakso, Sarhimaa, Åkermark, Toivanen 2016). This project will contribute to future research on similar topics.

*Nakon gotovo dvijesto godina zajedničkog jezičkog razvoja i jezičke politike, te mnogih kontoverzi koje su iz tog proizašle, Hrvati i Srbi stupili su na put odvojenog jezičkog razvoja i zasebnih, nacionalnih jezičkih politika. Na taj način i oni, poput većine evropskih naroda (premda sa znatnim zakašnjenjem), svoju nacionalnu integraciju završavaju izjednačavanjem nacionalne i jezičke zajednice (Pupovac 1999, 47).

**Polycentrism in a language is very common in quite a few languages that are spoken amongst different nations and where over time are formed different variations of the language, primarily on a phonetic and lexical level, partly on a grammatical level as well but this does not make them less mutually intelligible. Until this day the differences amongst the Croatian, Serbian, Bosnian and Montenegrin versions are not greater than other polycentric languages such as American English and British English (Kordić 2010).

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Revival and Fall in Adapting Folklore and Poetics: Revitalization and Cultural Turn of the Banat Bulgarian Language

Keywords: Banat Bulgarian, Cultural Turn, oral culture

Despite little trans-border language interactions, the external perception of the Banat Bulgarian language (Banátski Balgarsći or palkensći) has been, for a long period of time, the one of a dialect. Though, while developing literary dynamics and particular grammatical features, the language has also been accepted and defined as a microlanguage. Nowadays, the perception of Banat Bulgarian is strongly defined by the high recognition of the language, on the one side, and, more recently, through the enrichment caused by the language renewal, a less productive aspect for the language maintenance, on the other side. While the renewal includes an impact on the field of culture and shows to be favorable for the loss and replacement of written and unwritten culture, only a small number of people belonging to the elite encourage a language revival among the young generation. Regarding literature and folklore, pro-Bulgarian orientations can be interpreted more as a sign of language acculturation and less as encouragement of a linguistic minority and its linguistic identity. The orientations oscillate between preserving the local Banat Bulgarian, supported by few individuals and the Catholic Church, and the relatively different Standard Bulgarian, promoted by the Bulgarian state and the official status as Bulgarian minority. Since the internal language development can no longer be supported and encouraged due to the declining number of speakers today, the standard Bulgarian language will continue to have an obvious impact on the literary, musical and media activities of the speakers from both an external and internal linguistic perspective. At the moment, only a limited number of elder people have profound knowledge in songs and oral culture, while the majority proceeds highlighting the importance of the Bulgarian literary language, encouraging language borrowings for cultural elements like songs, poetry and prose. This paper aims at presenting some results from fieldwork conducted between 2014 and 2016 in the three villages in Romanian Banat. Revitalization and changes of the Banat Bulgarian language will be exemplified through audio/video examples of the spoken language, literature and music.

Koliko je ugrožen bajaški rumunjski u Hrvatskoj?

Ključne riječi: Bajaški rumunjski, Romi Bajaši, varijeteti dakorumunjskoga, jezični dodir, jezična ugroženost

Romi Bajaši grupa su Roma čiji je materinski jezik dakorumunjski, odnosno točnije rečeno, dijalektalni varijeteti dakorumunjskoga. Ovi su Romi, osim pod nazivom Bajaši, poznati i pod drugim imenima i prisutni su diljem jugoistočne Europe. U Hrvatskoj oni predstavljaju više od polovice romske populacije (određene procjene govore da čine otprilike $\frac{3}{4}$ ukupne romske populacije). U Hrvatskoj govore tri jezična varijeteta bajaškoga rumunjskoga - erdeljski, baranjski muntenski i ludarski muntenski. Ovi varijeteti međusobno se razlikuju, u prvom redu, na području fonologije, ali i morfologije i, uz ostale razlike, u određenoj su mjeri arhaični u usporedbi sa standardnim rumunjskim. Rad namjerava istražiti stupanj ugroženosti bajaškoga rumunjskoga u Hrvatskoj, budući da se jezik još uvijek službeno ne koristi niti u predškolama/vrtićima i školama niti u ostalim institucijama, a ne postoji ni općenito prihvaćen pravopis. Iako je uloženi određeni napor i izdane su neke publikacije i materijali na bajaškom rumunjskom, to je još uvijek vrlo oskudno i nesistematično (i najčešće ograničeno na religiozne publikacije, slikovnice i slično). Primijećena je tendencija napuštanja jezika koja je izraženija među obrazovanijim i bolje integriranim članovima bajaške zajednice. Djeca i mlade generacije pokazuju snažan porast utjecaja hrvatskog jezika, što se očituje ne samo u velikom broju posuđenica nego i na određenim područjima jezičnog sustava. Kurikularna reforma hrvatskoga obrazovnog sustava predviđa izborni školski predmet - Jezik i kultura romske nacionalne manjine (model C), no još uvijek nije jasno kada će stupiti na snagu (i hoće li uopće), ni tko će predavati ovaj predmet. Također su postojale ideje o uvođenju izborne nastave standardnoga rumunjskoga za Rome Bajaše, no takvo što, svakako, ne bi pomoglo očuvanju dijalektalnih varijeteta.

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How endangered is Boyash Romanian in Croatia?

Keywords: Boyash (Bayash) Romanian, Boyash (Bayash) Roma, Dacoromanian varieties, language contact, language endangerment

The Boyash (Bayash) Roma are a group of Roma whose mother tongue is Dacoromanian, more precisely Dacoromanian dialectal varieties. These Roma are known not only as the Bayash/Boyash, but also under other names and they are present throughout Southeast Europe. In Croatia they make up more than half of the total Roma population (some estimations saying that they represent about ¾ of the total Roma population). In Croatia they speak three linguistic varieties of Boyash Romanian - Transylvanian, Baranja Muntenian and Ludari Muntenian. These varieties differ from each other foremost in the field of phonology but also morphology, and they are somewhat archaic in comparison to Standard Romanian, along with other differences.

This paper intends to discuss the state of endangerment of Boyash Romanian in Croatia, given the fact that there is still no official use of the language, neither in preschools, schools, nor other institutions and there is no generally accepted orthography. Although certain efforts have been made and some publications and materials in Boyash Romanian were published, this is still very scarce and unsystematic (being limited mostly to religious publications, picture books etc.).

A tendency of language abandonment is noticed; more pronounced amongst the more educated and more integrated members of the Boyash community. Children and younger generations show significant increase in the influence of the Croatian language, this being shown not only in a great number of neologisms, but also in some aspects of the language system.

The forthcoming reform of the Croatian educational system foresees a curriculum for an optional school subject - Language and Culture of the Roma National Minority (Model C) - but it is still unclear when (and if) it will be implemented and who will be teaching this subject.

There were also some ideas to introduce optional standard Romanian classes for Boyash Roma, but this obviously wouldn't help the preservation of the dialectal varieties.

On the importance of studying endangered languages: a view from theory

Keywords: Romance-Slavic contact, language change, the role of contact

In this paper, I address the value of studying endangered languages from the standpoint of linguistic theory. Endangered languages are important not only because they help us preserve, understand and value linguistic diversity but also due to their relevance in casting light on one of the foremost questions of linguistic theory – the tension between language universals and language variation. In particular, I address the question of language change in a situation of heavy language contact, which is the situation endangered languages are found in due to their sociolinguistic condition of subordination with respect to dominant languages. To that effect, I discuss structural changes within the empirical realm of two Western South-Slavic languages spoken outside the Balkans, in Italy: Resian and Molise Croatian. In particular, I discuss (i) the rise of subject clitics in Resian and (ii) the preservation of Slavic imperfect (on imperfective verbs in the past) in Molise Croatian. The former phenomenon represents an innovation within the Slavic language family while the latter provides an instance of conservatism, since modern Croatian, including all other West South-Slavic languages, has lost imperfect altogether. In the existing body of literature such changes are ascribed to Romance influence, whereas these systems are taken to instantiate mixed structure (Skubic 2000, Benacchio 2002, Breu 2005, 2011). However, following some recent insights into the role of contact in German language enclaves (Benincà 1994, 2004, Cognola 2009, 2013, Abraham 2011, among many others), and against the background of grammaticalization theory (Heine and Kuteva 2005, 2007), I will challenge the above views by providing support to the universality of these changes.

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Jezik i identitet u jednoj hrvatskoj zajednici u Mađarskoj

Ključne riječi: hrvatski kao manjinski jezik, dvojezičnost, jezik i identitet, racki govor

Rad se bavi odnosom jezika i identiteta u hrvatskoj nacionalnoj manjini u Dušnoku, u Mađarskoj. Dušnočani sami sebe nazivaju Racima, a svoj govor rackim. Bježeći od Turaka, preselili su se iz Slavonije u Mađarsku krajem 17. stoljeća, i svoj govor su sačuvali u arhaičnom obliku od doba preseljenja, sa znatnim brojem hungarizama, ali bez utjecaja hrvatskog jezika, uključujući i standardizacijske procese. Racku zajednicu čine govornici dvaju naselja koji su skoro tri stoljeća živjeli u dvojezičnosti s dominancijom manjinskog jezika, sve do druge polovice 20. stoljeća, kada je počeo proces napuštanja rackoga u korist mađarskog. Budući da svi aktivni govornici pripadaju starijim generacijama, a među mladima nema više izvornih govornika, racki dijalekt je visoko ugrožen. Cilj rada je analizirati razloge zbog kojih je došlo do ugroženosti, te rezultate iskoristiti za prijedloge za eventualnu revitalizaciju ili barem usporenje procesa gubljenja jezika. Kao prvo, rad će pokazati povijesne okolnosti iseljavanja, njegove posljedice na identitet zajednice te objasniti raznolikost etnonima tijekom tri stoljeća, s posebnim osvrtom na pojmove Rac i racki iz kojih proizlazi i subetnički identitet Dušnočana. Potom se proučava sociolingvistički položaj rackog govora, te odnos govornika prema jeziku i identitetu kao ključni faktor opstanka zajednice. Kao metode prikupljanja podataka poslužili su polustrukturirani intervjui s 22 ispitanika te upitnik koji je ispunio 160 osoba podijeljenih u tri generacijske skupine. Osim osobnih i demografskih podataka, ispitanici su ocijenili svoje znanje rackog idioma i hrvatskog standardnog jezika na peterostupnoj skali. Trenutno stanje dvojezičnosti se prikazuje na jednodimenzionalnom modelu o napuštanju jezika (HAMERS AND BLANC:2000) prema kojemu se ispostavlja da je napuštanje jezika u četvrtoj fazi, tj. da se zbiva dvojezičnost s dominancijom mađarskog jezika, ali govorna zajednica je na putu prema potpunoj jednojezičnosti. Opisuju se glavne karakteristike glede uporabe rackog govora sve 3 generacije, a rezultati pokazuju tendenciju pada komunikativne kompetencije u korelaciji s dobi. Zatim se istražuje odnos pojedinih generacijskih skupina prema rackom idiomu, s posebnim osvrtom na njegov prikriveni prestiž, ali i stigmatizacija zbog učestalih promjena i mješanja jezičnih kodova, te zbog odstupanja od hrvatskog standarda, tj. zbog njegove dijalektalne karakteristike.

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Language and identity at a Croatian community in Hungary

Key words: Croatian as a minority language, bilingualism, language and identity, Rac dialect

The paper deals with the relationship between language and identity of the Croatian national minority in Dušnok, Hungary. They call themselves and their language Rac. Fleeing from the Turks, they moved from Slavonia to Hungary at the end of the 17th century and have kept their archaic dialect since the emigration, with a large number of Hungarian elements, but without the influence of standardization processes in Croatian language. The Rac community is made up of speakers of two villages that have been living in bilingualism with the dominance of the minority language for almost three centuries, until the second half of the 20th century, when began the language shift process of the Rac in favor of the Hungarian language. Since all active speakers of the Rac idiom belong to older generations, and there are no more native speakers among the younger ones, this is an endangered language. The aim of this paper is to analyze the reasons for the endangerment, and use the results for suggestions for possible revitalization of the language or at least for slowing down the language shift. First of all, the paper will show the historical circumstances of emigration, its implications for the identity of the community, and explain the diversity of ethnonyms over the course of three centuries, with special attention to the term of Rac and its subethnic character. Afterwards, it is analyzed the sociolinguistic position of Rac dialect and the speakers' attitudes towards their dialect and identity as a key factor of the survival of the Croatian community. The research was carried out by conducting semi-structured interviews with 22 respondents and by designing a questionnaire filled out with 160 people divided into three generational groups. In addition to personal and demographic data, respondents rated their knowledge of the Rac idiom and the Croatian standard language on a five-degree scale. The current state of bilingualism is presented on the unidimensional model of language shift (Hamers and Blanc: 2000), which suggests that language shift is at the fourth stage, ie. bilingualism is taking place with the domination of Hungarian, but the community is on its way towards monolingualism. The language use is analyzed in all three generations, the results show decreasing tendency of communicative competence in correlation with age. The attitudes towards Rac dialect are assessed at all three generation groups, with special attention to its covert prestige, but also stigmatization due to frequent changes and mixing of language codes.

Vitality and codification attempts among the Slavic-speaking minorities in Northern Greece

My paper explores the dynamics of language policy, identity issues and language loyalty after the implosion of the Iron Curtain in the Southern Balkans being integral part of the Bulgarian „mental map“ since 19th century. Based on fieldwork carried out in the region between 2000 and 2016, it compares the situation of the local Slavic-speaking population in Greek Macedonia with the so-called Pomaks (Bulgarian-speaking Muslims) in Western Thrace. Both regions have been cut through the state border since the 1910s and have been isolated from the standard language to the north of the border. As a consequence of repressive assimilation and/or discrimination both „roofless“ varieties today are threatened by language death. In both regions, the liberalisation since the 1990s has given floor to ethnic activism (with the political center in Florina) and to various codification attempts that mostly are rejected by the community itself. Additionally, the reopened border in the Macedonian case allows intense small border traffic, a revival movement and linguistic advergence towards the Macedonian standard. In the Pomak region, however, a cross-border cohesion to Bulgaria and/or to the Bulgarian Pomaks is not taking place – despite EU-cohesion policy, e.g. the Pan-European Corridor Nr. 9 combining Bulgarian and Greek Pomak regions. As a consequence of the Greek-Turkish bilateral minority policy during Cold War, the Pomaks have been subject to Turkification and continue a historical conflation of Islam and Turkdom in the Balkans. On the basis of these two case studies, the paper reflects the relationship of transnationalism, codification attempts and language loyalty among linguistic minorities with special emphasis on border minorities and their cultural and linguistic resources.

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Language documentation of Romani in Eastern Serbia (Knjaževac and surroundings)

This paper presents linguistic field work, part of Research of the Language and Folklore of Roma in Knjaževac, a project financed by the Ministry of Culture and Information of the Republic of Serbia in 2016 and 2017. The project's objective was to document Romani (listed by UNESCO as an endangered language) in the eastern Serbia town of Knjaževac and the village of Minićevo, together with Roma traditional culture and folklore traditions in these areas. The Roma community in Knjaževac and Minićevo uses two speeches of the Vlach dialect of Romani – Gurbet (a Southern Vlach dialect) and Lejaš (Northern Vlach dialect, Matras 2004: 7–8, Boretzky 2003); today's small Kovač community speaks only Serbian (Sikimić 2017), while a couple of Arli families have moved to the vicinity of Knjaževac (their particular variety belongs to the Balkan Romani dialects, cf. e.g. Matras 2004: 6), along with some Bayash families, whose first language is Romanian, (cf. e.g. Sikimić 2005, 2013, Sorescu Marinković 2011, 2017). Field research has shown that the dominant Romani variety in Knjaževac and Minićevo is Gurbet, so far undocumented or linguistically described, unlike the Gurbet variety in Belgrade, Šumadija and Vojvodina which even has some published literary works. Using open interviews, we collected approximately 14 hours of audio and video material, of which about seven and a half hours is in the Gurbet variety. The corpus of the transcribed audio and video material is about 45,000 words, which provided the basis for a Romani-Serbian Dictionary of Knjaževac Gurbet Speech, accompanied by a not very large collection of texts in Romani (Ćirković, Mirić 2017). All interviewees who took part in the research are bilingual speakers of Romani and Serbian; many also speak German, having spent lengthy periods in that country. The middle and younger generation of Roma in Knjaževac demonstrate a very low competence in the language, as up to the school year 2017/2018, there was no optional teaching in Romani as the mother tongue with elements of national culture; the Roma of Knjaževac are not formally literate in their first language. Through workshops prior to going into the field, Roma researchers were trained in the grammar, writing and an elementary dialectology of Romani.

The Romani-Serbian Dictionary of the Knjaževac Gurbet Speech is a potential source of use and interest to Gurbet speakers, particularly younger ones who, at crucial stages of language acquisition, are increasingly less exposed to the Romani and become monolingual speakers of Serbian, or exhibit features of asymmetric bilingualism. The dictionary could also be used for teaching Romani in schools in Eastern Serbia that offer it as an optional subject. The created corpus also offers possibilities for linguistic research. The methodology used facilitates examination of spontaneous language production, its typology and the influence of the majority Serbian language on the minority Romani, observable in this particular case at

different linguistic levels – lexical, morphological, and syntactical. Key words: Romani, field language documentation, Romani-Serbian dictionary

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PANEL 6: LINGUISTIC DIVERSITY AND LINGUISTIC GEOGRAPHY | JEZIČNA RAZNOLIKOST I JEZIČNA GEOGRAFIJA

Linguistic diversity is inherent to linguistic geography (geolinguistics, dialect geography, also termed as areal linguistics in some literature, for which some authors believe that it is just a simplified linguistic geography schematized in line with the teachings of Neogrammarians). From its very beginnings, thanks to its founder J. Gilliéron and his idea to collect the data for a linguistic atlas of France, linguistic geography has focused on the distribution of linguistic phenomena in a particular area. Its task is to show, but also to analyze, the development of detected changes and to depict isoglosses on maps and in linguistic atlases, which enables us to track the migrations of the population and inter-language and inter-dialect relations in a particular area. However, contemporary linguistic geography should adapt its goals and methods (Brozović Rončević and Štokov 2017) to go beyond mapping and catch pace with the computer technology – researchers should aim at producing interactive on-line maps accompanied by sound recordings, transcripts, etc., which would be available to end-users. The goal of this panel is to see how the methods of linguistic geography can shed light on how linguistic diversity is reflected in the data collected primarily for the Slavic Linguistic Atlas (OLA) (project headed by the International Commission OLA founded in 1958 by the International Slavic Committee) and the European Linguistic Atlas (ALE), the most comprehensive international linguistic project, which was founded in 1970, despite much earlier announcements, and related to this, in the data collected for various national and regional linguistic atlases. The panel is motivated by the wish to present the results and perspectives with respect to presenting and analyzing linguistic diversity within the framework of these projects and by the wish to warn about the need for research of a greater number of dialectal points, because only detailed grids created by linguists for individual languages will enable the creation of faithful representations of linguistic diversity within particular languages and relations between various languages. Naturally, during this process, we have to detect various issues related to the interpretation of archival dialectal materials, that is, we have to take into account the issues involved in the process of standardising the transcripts, linguistic symbols and fonts, the format of comments, etc., all of which would enable us to create a standardised method for notation and comparison. In addition to this, we will try to warn about the possibilities, issues and limitations of linguistic geography in concrete domains of diachronic and synchronic linguistic research, e.g. historic phonology, lexicology, phraseology, anthroponomastic research, dialectal maps and the need for linking linguistic geography to digital humanities.

Panel leader | Voditeljica panela
Silvana Vranić, University of Rijeka

Europski jezični atlas (ALE) i promicanje jezične raznolikosti

U radu će se na primjeru onomasiološke i semasiološke analize leksičke građe prikupljene za Atlas Linguarum Europae (ALE) za teme ALE — QI 215 tombeaux / grave 'grob' i ALE — QI 216 cimetière / graveyard 'groblje' prikazati relevantnost geolingvističkih istraživanja za promicanje jezične raznolikosti na području Europe. Međunarodni projekt ALE utemeljen je davne 1970. pod okriljem UNESCO-a, i danas je još uvijek najopsežniji europski lingvistički projekt u kojem aktivno sudjeluju predstavnici većine europskih zemalja. Istraživanja za ALE, za razliku od OLA, HJA i većine nacionalnih jezičnih atlasa na europskome području, temelje se na analizi isključivo leksičke razine. Jezična građa ALE obuhvaća građu svih jezičnih porodica koje se govore u Europi, indoeuropske, semitske, uralske, altajske, turkijske te građu kavkaskih jezika i baskijskoga, prikupljena je za područje čitave Europe i dijela Euroazije na ukupno 2626 punktova, plus 4 neubicirana romska punkta. Analiza i kartografski prikaz tako kompleksnoga leksičkog materijala omogućuje nam zoran uvid u povijesne veze među pojedinim europskim jezicima, međusobne utjecaje i smjerove jezičnih posuđivanja. Na žalost, mreža punktova koja je prihvaćena za ALE projekt slijedila je uglavnom već postignute dosege nacionalnih geolingvističkih istraživanja u pojedinim europskim zemljama te je gustoća te mreže, gledajući prostor čitave Europe nedovoljno ujednačena, što neprijeporno umanjuje vrijednost zaključaka koji se iščitavaju iz obrađenih jezičnih zemljovida. S obzirom na to da su slavenske zemlje rad na jezičnim atlasima započinjale u doba kad je većina romanskih, germanskih, ali i uralskih zemalja prikupljanje građe već zgotovila, mreža slavenskih punktova znatno je slabije gustoće. Na hrvatskome, jezično kompleksnom području mreža od ukupno 13 punktova u Hrvatskoj, dva hrvatska u BiH i 4 u dijaspori nikako ne može vjerno oslikati jezičnu raznolikost hrvatskoga prostora. Stoga će se u radu usporediti podatci za karte „grob“ i „groblje“ koji se obrađuju za ALE s podacima etnojezičnoga atlasa za otprilike 150 punktova s područja čitave Hrvatske.

Lingvistički atlas istarskih čakavskih govora (LAIČaG)

Lingvistički atlas istarskih čakavskih govora (LAIČaG) nastavak je projekta *Atlas Linguarum Histriae et Liburniae (Lingvistički atlas Istre i Kvarnera)* koji smo bili započeli s kolegama s Visoke škole za prevoditelje i tumače Sveučilišta u Trstu, no suradnja je prekinuta ubrzo nakon objavljivanja *Istriotskog lingvističkog atlasa (ILA)* potpisanih 1998. U tršćanskoj su ekipi bili prof. Franco Crevatin (voditelj), prof. dr. Rada Cossutta, prof. Luciano Rocchi i prof. Marcello Marinucci, dok su s naše strane rad na projektu započeli prof. dr. Goran Filipi (voditelj), izv. prof. dr. Barbara Buršić Giudici, mr. Srđa Orbanić i doc. dr. Robert Blagoni. Navedeni su zajednički utvrdili mrežu, izradili upitnik i definirali grafiju kojom će se vršiti zapisivanja (korišteno je manje-više znakovlje međuredne fonetske transkripcije s nekoliko grafema za specifične glasove našega područja). Nakon prekida suradnje s poslom na Atlasu nastavili su samo potpisani (navedeni kolege iz Pule u međuvremenu su usmjerili svoj znanstveni interes na druga područja) kojima se nešto kasnije pridružio dr. Valter Milovan koji sve do današnjega dana vrlo uspješno obavlja poslove izvršnoga tajnika.

Prikupljanje građe započeli smo početkom devedesetih godina prošloga stoljeća i završili pršle godine. Građa je prikupljena u okviru završnih, diplomskih, magistarskih i doktorskih radova i trenutno je u fazi temeljita redigirana i dopunjavanja terenskim i kabinetskim radom obaju autora prije slanja na recenzije.

Temelj su upitnika uglavnom u potpunosti ili djelomice objavljeni jezikoslovni atlasi za romanska i slavenska jezična područja. Upitnik ima 1898 pitanja raspoređenih u četrnaest semantičkih skupina, uz dvanaest podskupina, koje pokrivaju manje-više sve relevantne situacije u životu jedne jezične zajednice. Sastavljači upitnika imali su u vidu sve karakteristike područja:

1. Vremenske prilike
2. Geomorfologija
3. Običaji i institucije
4. Tijelo i osjetila
5. Opažaji i utisci
6. Vrijeme i kalendar
7. Život, brak i obitelj
8. Dom i posjed
9. Odjeća i pribor
10. Hrana i piće
11. Životinje
 - a) sisavci, gmazovi i vodozemci
 - b) ptice
 - c) kukci

12. Poljodjelstvo:

- a) radovi i oruđa
- b) vinogradarstvo
- c) uzgoj životinja
- d) pčelarstvo
- e) maslinarstvo
- f) voćarstvo
- g) uzgoj povrća

13. Samoniklo bilje:

- a) stabla i grmlje
- b) raslinje

14. Gljive

Lingvistic Atlas of čakavian speeches in Istra

Lingvistic Atlas of čakavian speeches in Istra is a continuation of the project called *Atlas Linguarum Histriae et Liburniae (Linguistic Atlas of Istria and Kvarner)* that we started with colleagues from the High School for translators and interpreters, which is part of the University of Trieste. However, our cooperation was terminated shortly after *Istriotic Linguistic Atlas (ILA)* was published in 1998. Members of the team from Trieste were prof. Franco Crevatin (leader), prof. Rada Cossuta, PhD, prof. Luciano Rocchi and prof. Marcello Marinucci, while members of our team were prof. Goran Filipi, PhD (leader), prof. Barbara Buršić Giudici, PhD, Srđa Orbanić, MA and prof. Robert Blagoni, PhD. Together, they established network, created a questionnaire and defined graphy that was used to make writings (they mainly used insignia of row phonetic transcription with several gra-phemes for specific sonants of our area). After our cooperation was terminated, only the undersigned continued to work on Atlas (aforementioned colleagues from Pula focused their scientific interest on other areas in the meantime). They were later joined by PhD Valter Milovan who to this day very successfully works as an executive secretary.

We started collecting materials in 1994 and finished last year. Materials were collected as part of theses and master's theses and were later thoroughly redacted and supplemented with field and cabinet research by both authors.

Basis of the questionnaire are mostly completely or partially published linguistic atlases for Romanic and Slavic linguistic areas. Questionnaire consists of 1898 questions divided in fourteen semantic groups, with twelve subgroups, that cover almost all relevant situations in the life of one linguistic community. Questionnaire builders had in mind all characteristics of areas:

1. Weather
2. Geomorphology
3. Customs and institutions
4. Body and senses
5. Perceptions and impressions
6. Time and calendar
7. Life, marriage and family

8. Home and property
9. Clothes and accessories
10. Food and drinks
11. Animals
 - a) Mammals, reptiles and amphibians
 - b) Birds
 - c) Insects
12. Agriculture
 - a) Works and tools
 - b) Viticulture
 - c) Farming
 - d) Beekeeping
 - e) Olive-growing
 - f) Pomiculture
 - g) Olericulture
13. Wild plants
 - a) Trees and bushes
 - b) Vegetation
14. Mushrooms

Geolingvistika i antroponomastička istraživanja

Hrvatska je antroponimija odrazom povijesnih i političkih te s njima povezanih etničkih previranja koja su obilježila hrvatsku prošlost. Uz pretkaziv dominantan – idioglotni tronarječni – jezični biljeg hrvatskoga prezimenskog sustava, njegovom su prepoznatljivom značajkom i aloglotni (ponajprije njemački, mađarski, talijanski i turski) jezični elementi. Pritom napominjemo da valja razlikovati strana prezimena (koja su u hrvatski prezimenik ušla već oblikovana kao službene antroponimijske jedinice kojima su se imenovali strani doseljenici) od hrvatskih prezimena (nastalih od posuđenih i hrvatskomu jeziku prilagođenih imena i apelativa koji su u vrijeme oblikovanja prezimena, zajedno s aloglotnim apelativima i imenima, sudjelovali u prezimenskim tvorbama. Neke od tih posuđenica i danas su sastavnicom leksičkoga sustava hrvatskih mjesnih govora te, u manjoj mjeri, hrvatskoga standardnog jezika. Prostorni razmještaj prezimena s aloglotnim elementima uglavnom slijedi utjecajne sfere jezika s kojima su hrvatski jezik i njegovi govornici (dragovoljno ili prisilno) u prošlosti dolazili u doticaj. U radu će se prikazati razmještaj na idioglotnim apelativnim leksemima temeljenih i onimizacijom tvorenih prezimena nastalih od naziva zanimanja (npr. Kajač, Švelec) i njima po doprezimenskoj semantici ekvivalentnih inačica aloglotnoga podrijetla (npr. Žnidar, Sabol, Sartori, Terzija). Predmetom prikaza bit će i sufiksalmom tvorbom od istih osnova nastali prezimenski likovi (npr. Krajačec, Krajačić; Švelić; Žnidarec, Sabolek, Terzić), pri čemu će se osobita pozornost posvetiti razmještaju dijalektnim značajkama obilježenih prezimenskih sufikasa koji sudjeluju u tvorbi tih prezimena pokazujući (ne)poklapanje s prostiranjem hrvatskih narječja.

Pretpostavljeni „idealni“ razmještaj prezimena s aloglotnim i dijalektnim značajkama bit će narušen migracijskim i drugim kretanjima – prezimena su, naime, selilački (pomičljivi) spomenici koji, prateći seobne putove svojih nositelja, kadšto uđu u „tuđi prostor“ unoseći „pomutnju“ u postojeći (jezičnom i izvanjezičnom logikom oblikovan) prezimenski sustav. Usporedbom zasvjedočenosti odabranih prezimena za popisa stanovništva 1948. (izvor: Leksik prezimena SR Hrvatske) i za popisa provedenoga 2001. (izvor: Hrvatski prezimenik : Pučanstvo Republike Hrvatske na početku 21. stoljeća), pokazat će se odslik pojedinačnih i skupnih preseljenja na prezimensku sliku dijelova hrvatskoga prostora.

**Jezikovna raznolikost in tradicionalna jezikovna geografija: vokalizem v
Slovanskem lingvističnem atlasu (OLA)**

Nakon više od četiri desetljeća djelovanja fonetsko-gramatičke sekcije projekta Slavenški lingvistički atlas (OLA) u bliskoj će budućnosti biti dovršena prva serija od devet svezaka posvećena slavenskom vokalizmu (1988-). Razdoblje pripreme za mapiranje odraza praslavenskih vokala proteklo je u svjetlu provedbe osnovnoga jezičnogeografskoga cilja OLA – povezivanja povijesnojezičnoga razvoja i sinkronijsko-tipološkoga prikaza jezičnih podataka – kao i u formiranju glavnih alata za fonetske i fonološke analize dijalektalnoga materijala cjelokupnoga područja slavenskih jezika. U 60-im i 70-ih godinama prošloga stoljeća stvorena je jedinstvena fonetska transkripcija (Brozović 1971), sastavljen je plan (nažalost nije do kraja realiziran) za izradu fonoloških opisa govora, formiran je model za izradu znakovno-izoglosnih karata, usustavljen je skup znakova za mapiranje odraza vokala i njihovih prozodijskih značajki, propisana je struktura komentara. Nasuprot svescima leksičke serije (u kojima se npr. može pratiti razvoj kartografskoga prikaza i drugačijih redakcijskih pristupa u odabiru materijala za sintetsko prikazivanje pojava na skupnim kartama), radi usporedivosti djelomičnih rezultata analiza vokalskoga materijala za kartografski prikaz, unatoč različitim redakcijskim odborima, gotovo je bez iznimke strogo podređena ishodišnim načelima, formiranim početkom osamdesetih godina prošloga stoljeća za pripreme objavljivanja prvih svezaka serije (Refleksy * ě, 1988; Refleksy * ě, 1990). Upute za sastavljanje fonetskih karata objavljene su u prvoj polovici 80-ih godina (Kalnyn 1984) i do kraja desetljeća dopunjene detaljnim napucima za zapise tadašnje jugoslavenske OLA komisije, koja se je pripremala za izdavanje triju fonetskih svezaka. Budući da otada nije bilo bitnih promjena, barem se na prvi pogled čini da se utvrđena shematičnost prikaza oduprla svim promjenama koje bi značile metodološko ili interpretativno ažuriranje jezičnogeografskoga pristupa jezičnim podacima. Međutim, sitni pomaci, kao što su načela mapiranja zemljovida, (ne)poštivanje književnojezičnih opisa u mapiranju, napuštanje prikaza zone stabiliziranoga naglaska i napuštanje znaka za nefonetske odraze vokala (Kenda-Jež 2012), pokazuju postupno uklanjanje svih ograničenja prikaza sinkronijskoga stanja u narječju. Rezultat promjena vidljiv je usporede li se teorijski pojmovi pojedinih svezaka, posebna obilježja jezičnogeografskog prikaza i tumačenja rezultata s rezultatima prethodnih analiza (npr. Vidoeski – Topolinjska 2006). Pored toga, pokušat će se smjestiti jezičnogeografski tretman slavenskoga vokalizma unutar razvojnoga pravca suvremene jezične geografije i geolingvistike.

Prilog geolingvističkim istraživanjima hrvatskoga jezika (s posebnim osvrtom na Općeslavenski lingvistički atlas i Hrvatski lingvistički atlas)

U radu će se predstaviti geografski podatci o hrvatskom jeziku prije primjene metode lingvističke / dijalektološke geografije, a zatim istraživanja hrvatskoga jezika metodom lingvističke geografije. Hrvatski jezik istraživao je u okviru višejezičnih atlasa: Mediteranskoga atlasa (za koji je istraživanje prekinuto), Općeslavenskoga lingvističkog atlasa (OLA), Europskoga lingvističkog atlasa (Atlas linguarum Europae – ALE) i atlasa srednjojužnoslavenskih jezika (Srpsko-hrvatski dijalektološki atlas, koji je napušten). Hrvatski govori u Bosni i Hercegovini istraženi su za Bosansko-hercegovački dijalektološki atlas. Tri projekta (OLA, ALE i nacionalni atlas) objedinjena su u Hrvatskoj akademiji znanosti i umjetnosti kao projekt Lingvistička geografija. Nacionalni Hrvatski jezični atlas (HJA) 1996. preuzima Institut za hrvatski jezik i jezikoslovlje. U prvoj fazi izrade HJA trebao je biti izrađen atlas hrvatskoga jezika, i to s punktovima u Hrvatskoj, Bosni i Hercegovini te dijaspori (oko 410 punktova). U drugoj fazi trebao je obuhvatiti i jezike manjina u Hrvatskoj.

Projekt je Država formalno prihvatila kao jedan od prioriteta znanstvenoistraživačkoga istraživanja, ali nije ga poduprla dovoljnim sredstvima za terensko istraživanje. Zbog toga se prišlo izradi fonoloških opisa čakavskih punktova, koji su gotovo svi bili istraženi, i pripremi za tisak. S obzirom na to da je projekt u Institutu zamro, u radu se predlaže da se pri Hrvatskoj akademiji znanosti i umjetnosti obnovi projekt Lingvistička geografija, s tri dijela: OLA, ALE i HJA. Valja razmotriti moderniziranje koncepcije nacionalnoga atlasa i primjenu novijih metoda, primjerice metoda i karata strukturalne lingvističke geografije (inventarne, genetske, komparativne...) te dijalektometrijskih metoda, dvodimenzionalnih i trodimenzionalnih. Budući da do sada nije predviđen svezak Fonetsko-gramatičkoga niza Općeslavenskoga lingvističkog atlasa za prozodiju, u ovom će se radu predstaviti spomenute metode na primjeru akcentuacije. Izradit će se karta prozodijskih sustava punktova OLA za južnoslavenske jezike koji su obuhvaćeni u knjizi Fonološki opisi srpskohrvatskih-hrvatskosrpskih, slovenačkih i makedonskih govora obuhvaćenih opšteslovenskim lingvističkim atlasom (Sarajevo 1981), pri čemu je posebno važno stanje u hrvatskom jeziku zbog specifičnosti i raznolikosti sustava. Prikazat će se inventar i distribucija prozodema u okviru riječi (Wortakzent). S obzirom na to da u punktovima OLA nisu obuhvaćeni svi poznati suprasegmentni sustavi u hrvatskom jeziku, za govore s takvim sustavima poslužit će građa prikupljena za Hrvatski jezični atlas. Izložiti će se i novije spoznaje o sustavima nekih punktova OLA.

Geolingvistika i frazeologija

U radu se promatra mogućnost geolingvističkog pristupa dijalektnoj frazeologiji. Kao glavni problem ističe se neujednačena istraženost na terenu. Da bi se izradile pouzdane i potpunije frazeološke karte, trebalo bi timskim radom ciljano istraživati na terenu da neka područja ne ostanu potpuno nepokrivena. Na kartama se pokazuje mogućnost prikazivanja rasprostranjenosti na primjerima frazema držati se (stajati) kao mila Gera ('nepomično [stajati, držati se i sl.]') i viriti kao miš (mišek) iz posija (mekinja, melje...) ('viriti odnekud (uglavnom se odnosi na dijete kad viri ispod pokrivača') – koji su potvrđeni uglavnom samo u štokavskim i kajkavskim govorima. Na temelju frazema kaj bu Marko ime komu ('jako istući koga') pokazuje se kako osobno ime, koje je inače obično sastavnica lokalizama, može biti karakteristično i za šire područje. Uz označavanje njihove potvrđenosti na terenu, pokazuje se i diferenciranost frazema u hrvatskim govorima na različitim jezičnim razinama. Razmatra se što bi bilo dobro uzeti u obzir da bi se što zornije prikazale frazemske inačice. Za primjer izrade karte o fonološkim frazema uzima se frazem ima (ne fali) i (ni) ptičjega mlijeka ('ima svega'), gdje se kartografira stanje na terenu s obzirom na suglasnički skup pt (> pt/t/ft/ht) i na refleks jata (i/e/ę/je/ej...). Za primjer karte o morfološkim inačicama uzima se frazem prošla baba s kolačima ('prekasno je za što, propala je stvar, propuštena je prilika'), gdje se, osim rasprostranjenosti samoga frazema, kartografira kako u njemu na terenu glasi instrumental množine imenice kolač (-i/-mi/-ima...). Za primjer karte o leksičkim inačicama uzimaju se frazemi začepiti usta/zaprti lampe i otvoriti usta/rasprti zube. Predlaže se i mogućnost kartografiranja frazeološkoga koncepta, gdje je u naslovu karte frazeološko značenje, a kartografiraju se svi frazemi sa zadanim značenjem zabilježeni na terenu. Kao primjer takve karte u značenju 'promijeniti se' kartografiraju se frazemi biti (postati) drugi čovjek, izvrnuti kožu naopako, izvrnuti ploču naopako, ne biti isti čovjek, obrnuti (okrenuti) kaput, okrenuti bandjeru, okrenuti {drugi (novi)} list, promijeniti (okrenuti) pjesmu, promijeniti ploču, promijeniti se iz korijena.

**Karta 'dijete' (OLA L 1775 'ребенок' i SIFPM 1776 Nsg 'dětě' /и произв/) u
organskim govorima slavenskoga svijeta**

Kako se kaže 'dijete' u organskim govorima slavenskoga svijeta? Koje se osnove riječi pri tome upotrebljavaju i gdje su rasprostranjene? Na ta i takva pitanja može se odgovoriti različitim tipovima istraživanja i izlaganja, no najzorniji odgovor daje jezična karta. U izlaganju će se predstaviti leksička jezična karta 'dijete', nastala na osnovi odgovorâ na pitanja iz upitnika OLA L 1775 'ребенок' i SIFPM 1776 Nsg 'dětě'. Pokazat će inventar i rasprostranjenost naziva za dijete u slavenskim jezicima. Karta i popratni materijali izradit će se na temelju utvrđene metodologije OLA. Izlaganje će tako predstavljati i praktičan primjer primjene metodologije OLA u jezičnom kartografiranju. Temelj za izradu karte čini dijalektološka građa prikupljena na zadana dva pitanja u 853 slavenska punkta, obuhvaćena mrežom punktova OLA. To je građa u kojoj su zastupljeni svi slavenski jezici. Građa je u svim punktovima zabilježena jedinstvenom, ujednačenom transkripcijom. Na tako prikupljenoj građi provodi se morfonološka analiza, u kojoj se određuju pretpostavljeni polazni morfonološki segmenti. Analiza omogućuje da se cjelokupna građa prema utvrđenim segmentima razvrsta. Razvrstavanje građe s jedne strane omogućava pregled zastupljenosti pojedinih osnova u raznim slavenskim jezicima, a s druge strane pregled zastupljenosti različitih osnova u svakom od jezika. Kako pokazuje građa, u značenju 'dijete' u slavenskim se jezicima upotrebljavaju riječi s većim brojem osnova, a od toga pretežu tri: dȳt-, otrok- i orb-. Najrasprostranjenija je osnova dȳt-, koja se javlja u svim jezicima. U mnogim punktovima raznih slavenskih jezika ta se osnova usporedno javlja s jednim ili, rijetko, s više drugih osnova. Na navedeni način raščlanjenoj i razvrstanoj građi određuju se kartografski znakovi. Pri njihovu određivanju vodi se računa o tome da istovjetni morfonološki segmenti budu označeni istovjetnim kartografskim sredstvima. Drugim riječima, u toj se fazi rada uspostavlja veza između sadržaja kartografiranja (dijalektološke građe) i izraza (kartografskih znakova). Zadnja je etapa rada crtanje jezične karte s pripadajućim elementima. Karta 'dijete' trebala bi ući u aktualni tom leksičko-rječotvorne serije OLA "Stupnjevi srodstva", koji se izrađuje u Bugarskoj.

Jezična raznolikost kroz dijalektne karte hrvatskih narječja (u usporedbi s OLA kartama)

Cilj je ovoga priloga panela Jezična raznolikost i lingvistička geografija prikazati metode korištene u izradi dijalektnih karata hrvatskih narječja iz rane faze takvoga kartografiranja (primjerice one A. Belića s početka 20. st., u kojoj su hrvatska narječja prikazana unutar „serbskago jazyka“, Hrastine karte „dijalekata hrvatskoga ili srpskoga jezika“ iz 1956., karte srpskohrvatskoga jezika I. Popovića iz 1960., Brozovićeve karte hrvatskosrpskih dijalekata iz 1963.) do ključnih recentnih karata: čakavskoga (Finka – Moguševе iz 1977., Brozovićevih iz 1988., Lišćevе iz 2009.); kajkavskoga (Belićevе iz 1929., Ivšićevе iz 1936., Brozovićevе iz 1966., 1988., Lončarićevе iz 1982., 1996.); štokavskoga narječja (Ivić 1956., 1988., Lišćevе iz 2003.). Druge karte prikazuju stratifikaciju samo pojedinih dijalekata ili područja (npr. istarskih govora J. Ribarića iz 1917., istarskih čakavsko-štokavskih govora M. Hraste iz 1964., gradišćanskih govora Neweklowskoga iz 1978., ozaljskih govora Težaka iz 1981., bilogorskih govora Lončarića iz 1986., ikavsko-ekavskoga dijalekta I. Lukežić iz 1990., čakavskoga ekavskoga dijalekta S. Vranić iz 2005.). Među njima od samoga početka ima karata koje pokazuju distribuciju pojedinačnih značajki (poput karte razvoja jata i dočelnoga I u istarskim govorima M. Mažeckog iz 1930. do najnovijih karata stratifikacije neocirkumfleksa u čakavskom narječju S. Zubčić iz 2017.). Zadatak je ovoga rada usporediti metodologiju primijenjenu u izradi tih karata s metodologijom i mogućnostima prikazivanja na kartama izrađenim u okviru projekta Općeslavenski lingvistički atlas, koje su primarno usmjerene na rasprostranjenost pojedine jezične značajke u određenom arealu i iscrtavanje izoglosa u odnosu na druge hrvatske, ali i druge slavenske punktove predviđene projektom (primjerice rasprostranjenost razvoja *ę u 'jezik; jetra; žed' M. Menac-Mihalić i A. Celinić iz 2013., progresivnoga pomaka starih praslavenskih cirkumfleksa u hrvatskim govorima istih autorica iz 2017. itd.). Istaknut će se prednosti metode lingvističke geografije koja se rabi u prikazu i analizi jezične raznolikosti u okviru toga projekta: svi su govori istraženi prema jednakomu upitniku s pitanjima koja omogućuju pregled svih jezičnih razina, ujednačeno je znakovlje i interpretacija. Upozorit će se na važnost ujednačenosti prijenosa znakova zapisa u jedinstven font i sustav simbola, čime se osigurava preciznost u prikazu rasprostranjenosti pojedine značajke, odnosno uočavanje manje gustih i gušćih snopova izoglosa kojima se mogu utvrditi veze među dijelovima jednoga sustava ili među različitim sustavima (dijakronijski i sinkronijski), odnosno definirati odnosi među hrvatskim punktovima, ali i ostalim slavenskim govorima uključenim u taj atlas. Tako su prikupljeni i predstavljeni podatci te interpretacije iznimno važne za izradu budućega dugo očekivanoga hrvatskoga jezičnog atlasa.

Perspektive ALE v času digitalne humanistike

U radu će biti predstavljen rad na Europskom lingvističkom atlasu (ALE) – izložena će tako biti problematičnost interpretacije, kao i otvorene mogućnosti, koje za uži neposredno jezikoslovni i širi humanistički pristup pruža ta višejezična građa nesrodnih jezika (uz indoeuropske jezike u njemu su zastupljeni i uralski, arapski, baskijski, kavkaski itd.). Interpretacija zapisanoga u projektu ALE vrlo je problematična zbog neusklađene transkripcije (osciliranje između tzv. fonetske transkripcije različitih nacionalnih tipova, IPA i dogovorene transkripcije unutar ALE, drugačijeg označavanja naglasaka (mjesto naglasaka, kvantiteta, intonacija), neujednačenoga pojednostavnjivanja transkripcije (tj. pitanja tzv. ortografske norme)). S razvojem se računalnih alata i jezične tehnologije otvaraju nove mogućnosti za bolje, preciznije i informativnije mapiranje. Ako je pitanje transkripcije povezano s izborom sustava unošenja i fonta (ZRCola), koji bi trebao omogućiti jedinstven zapis i tisak i online dostupnost publikacija, mapiranje je prema tehničkom aspektu povezano s pitanjem odabira simbola (SIMBola) i mogućnošću povezivanja s geografskim informacijskim sustavom (GIS), a prema lingvističkom aspektu posebno je važan sustavan izbor simbola, koji bi na karti prikazali i tvorbu i motivaciju mapiranoga rječnika. Nakon odabira odgovarajuće baze (slijepe karte) s točno georeferentnim točkama iz mreže ALE, bilo bi moguće podatke iz arhive ALE povezati s drugim dostupnim mrežnim podacima i na taj način povezati geolingvistiku s digitalnim humanističkim znanostima. Središnji dio članka namijenjen je usporedbi metode mapiranja i komentiranja narječnoga materijala u trima jezičnim atlasima, u kojima je predstavljen i slovenski jezik sa svojim narječjima: Slovenskom lingvističkom atlasu (SLA), Slavenskom lingvističkom atlasu (OLA) i Europskom lingvističkom atlasu (ALE). Predstaviti će se način navođenja građe (u indeksima i komentarima) i njegova motivacijsko-etimološka raščlamba, a zatim će se problematizirati organizacija rada nacionalnih odbora, dostupnost jezikoslovne literature, (ne)sudjelovanje predstavnika različitih jezika / jezičnih skupina, urednički posao itd. Na primjeru analize građe nekih imena biljaka (krumpir, bor, trešnja) i njihove prezentacije u trima jezičnim atlasima bit će prikazane razlike u načinu komentiranja i mapiranja i kakve su jezičnotehnološke perspektive tih geolingvističkih projekata. Na testnim kartama interaktivnoga SLA (<http://sla.zrc-sazu.si/#v>) predstaviti će se mogućnosti povezivanja različitih jezičnih projekata (geolingvističkih, leksikografskih, jezičnokorpusnih), etnoloških baza podataka i drugih dostupnih mrežnih izvora podataka koji omogućuju još bolje razumijevanje dijalektnih podataka, njihovu uporabu u obrazovne svrhe i sudjelovanje zainteresirane javnosti s tzv. crowd-sourcingom. Ideja povezivanja geolingvističkih i drugih dijalektoloških projekata različitih jezika na jednom zajedničkom web portalu nije nova, dijelom je ostvarena u međunarodnom projektu Verba Alpina (<https://www.verba-alpina.gwi.uni-muenchen.de/>), koji je dizajniran na Sveučilištu u Münchenu i u kojem sudjeluju i slovenski dijalektolozi.

PANEL 7: LINGUISTIC DIVERSITY AND CORPUS LINGUISTICS | JEZIČNA RAZNOLIKOST I KORPUSNA LINGVISTIKA

Corpus Linguistics has experienced in the last decades a steep growth both from the point of view of the number of resources available and of the volume of research based on its methodologies (McEnery/Hardie 2012). The increase in the number of resources is due to the larger availability of computers, but also to the exploitation of the Web as a source of linguistic data (Hundt et al. 2007). The increase of resources has not only concerned English, i.e. the language which has mainly benefited from corpus-based studies and from corpus building initiatives, but also many other (major, standard) languages. In addition to specific language resources, English and a number of other languages provided with strong traditions of standardization can benefit today from the presence of specific tools allowing the researchers to perform automatically the fundamental linguistic annotations: PoS-taggers, syntactic parsers, morphological analyzers, etc. This makes them high density languages in contrast to minority languages, dialects, non-standardized varieties or even poorly documented languages, which are defined low density languages (Maxwell/Hughes 2006). In the perspective of documenting, preserving and studying linguistic diversity, the workshop will raise the following questions:

- how can the methods of corpus linguistics be helpful?
- can the tools used for high density languages be used with low density languages?
- what kinds of strategies has been or can be used to circumvent the limitations of an existent tool to apply it to a low density language?

In this panel, we will try to answer these questions by gathering researchers working with a corpus linguistic methodology on varieties for which pre-cooked tools are not available.

Panel leader | Voditelj panela

Marco Angster, University of Zadar

Introduction to Linguistic diversity and Corpus Linguistics

Keywords: corpus linguistics, low density languages, language resources, annotation tools

Corpus Linguistics has experienced in the last decades a steep growth both from the point of view of the number of resources available and of the volume of research based on its methodologies (McEnery/Hardie 2012). The increase in the number of resources is due to the larger availability of computers, but also to the exploitation of the Web as a source of linguistic data (Hundt et al. 2007). The increase of resources has not only concerned English, i.e. the language which has mainly benefited from corpus-based studies and from corpus building initiatives, but also many other (major, standard) languages. In addition to specific language resources, English and a number of other languages provided with strong traditions of standardization can benefit today from the presence of specific tools allowing the researchers to perform automatically the fundamental linguistic annotations: PoS-taggers, syntactic parsers, morphological analyzers, etc. This makes them high density languages in contrast to minority languages, dialects, non-standardized varieties or even poorly documented languages, which are defined low density languages (Maxwell/Hughes 2006). In the perspective of documenting, preserving and studying linguistic diversity, the workshop will raise the following questions:

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In this panel, we will try to answer these questions by gathering researchers working with a corpus linguistic methodology on varieties for which pre-cooked tools are not available.

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Part of speech and lemma annotation of unstandardized minority languages: the DiWaC/ArchiWals project

Keywords: Walser minorities, standardization, POS-tagging, written corpus

The DiWaC/Archiwals project deals with the creation of a corpus collecting the textual resources of the endangered Walser dialects spoken in North-Western Italy, and more specifically the Walser dialects of Rimella (Bauen 1978), Formazza (Dal Negro 2004) in Piedmont, and Gressoney and Issime in the Aosta Valley (Zürner 2009). Dealing with such minority languages, their situation of endangerment and the restricted availability of writings did not allow us to pursue accurately representativeness and balancing in the selection of texts included in the corpora.

Moreover, the planning and the realization of the corpus is encountering some theoretical and practical problems. First of all, although we are dealing with High German varieties, for which there are different tools for linguistic analysis – e.g. TreeTagger (Schmidt 1994, 1995) is available for a number of languages, included German –, there is no system of automatic annotation trained on Walser-dialects performing a POS-tagging.

Secondly, the orthography of lesser-used languages often diverges significantly from that of cognates standard languages (no matter how much phonologically far from them they are; cf. Dieth (1934) writing system for Swiss German) and Walser varieties are no exception. In these varieties orthographical fluctuations occur not only across authors, time periods or genres, but also within the same text. Moreover, that lack of standardization does not have influence only the "rendering" of phonemes and lexemes but also the morphological level (e.g. how clitics, segmentable grapheme sequences or consonantal clusters are treated).

The objective of obtaining a POS-tagged and lemmatized corpus for Walser dialects has two possible alternative solutions. The first one is to automatically tag the texts using an available POS-tagger like TreeTagger provided with parameters for Walser German. The second one is to perform a manual annotation of the whole corpus. However, also using TreeTagger implies several manual steps. For example, Schmidt (1995) used a manually annotated training corpus of 20000 tokens for generating the parameters for German. Currently the corpus of Gressoneytitsch consists of around 40000 tokens and we expect to get to ~100000 tokens once all available texts will be processed. While these numbers are too low to make the production of a training corpus worthwhile, they are also too high for an annotation to be performed manually.

Given the above discussion, in our project we have followed a mixed approach for achieving part-of-speech and lemma annotation. In this presentation we will detail the steps of our approach.

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Constructions in code-mixed utterances: quantitative observations on a Tyrolean-Italian bilingual corpus

Keywords: code mixing, bilingual speech, constructions

This study aims at analysing a particular subset of language contact phenomena in a bilingual corpus, in order to observe the emergence of specific patterns of structural interaction between the codes in contact. To present our study, we will introduce the corpus “Kontatto”, a corpus composed of 18 hours of free and task-oriented informal speech collected in South Tyrol involving bilingual speakers using local German dialect, Italian and Trentino (an italo-romance variety). The corpus has been fully transcribed, tokenized and manually annotated by part of speech and language; it counts almost 30,000 utterances and more than 147,000 words; the speakers involved are around 90 (cf. Dal Negro/Ciccolone 2018). After shortly discussing the difficulties of dealing with non-standard languages in the creation of a corpus, as well as the particular structure emerging in spontaneous speech and the difficulty to strictly code and compute its content, our paper will focus on the distributional patterns of insertional code mixing. Our observations will show how, even in case of multi-word insertional switches, the primary function of insertional code mixing is almost exclusively referential, embedding entities in the L2 (single lexical items as well as idioms or word combinations) within lexical slots of an L1 construction (an operation called «superimposition» by Dąbrowska/Lieven 2005). This assumption on the nature of insertional code mixing has a fallout on the degree of co-activation of the codes creating, in our opinion, a clear distinction between this pattern of code mixing (which allows the bilingual speaker to maintain a lower level of activation of L2) and “classic” conversational code switching (whereas, on the other hand, we observe a full activation of L2).

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Eliciting comparable spoken data in minor languages: first observations from the corpus Kontatti

Keywords: minority languages, map task, language contact

In this presentation, we will deal with the issue of building a corpus of spoken and conversational data that can be easily compared across languages. We will present linguistic codes that are embedded in a territory in which a bilingualism (de jure) between Italian and German is the rule (Dal Negro 2017). Nevertheless South-Tyrol is a territory where more than two languages and cultures coexist and are in contact with one another. The corpus includes minor languages and dialects belonging to the Romance language group, such as Ladin and Trentino dialect varieties, and from the Germanic language group, such as Cimbrian and South Tyrolean dialects. In particular we have collected data in Bronzolo, Fassa, Gardena, Fiemme, Val di Non, and in the Cimbrian enclave in Trentino. We will discuss the methodology to elicit spontaneous spoken data, dealing with minor languages and dialects. In particular we will focus on the Map Task (Anderson et alii 1991).

The Map Task has proved to be an efficient technique to elicit semi-spontaneous dialogues and to provide a representative sample of pragmatic, textual and syntactic contexts that are at least partially expected, and thus comparable (Cerrato 2006: 9). This technique allows the speakers to focus on extra-linguistic context and on a problem-solving task, reducing the observer's paradox phenomenon on one hand, and speakers' monitoring of their linguistic production on the other.

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Tracking clitic variation in BCS with the help of web corpora

Keywords: BCS, pronominal clitics, auxiliary clitics, standard language, web corpora

In various works on BCS grammar, we observe the tendency towards normative description with little comment on variety in language use, which is one of objectives in our project “Microvariation of the Pronominal and Auxiliary Clitics in Bosnian, Croatian and Serbian”. For example, *si.REF.DAT* is described as the standard in Croatian, and *ju.FEM.3SG.ACC* in standard Bosnian and Serbian is claimed to be more limited than in Croatian (cf. Barić et al. 1997; Mrazović & Vukadinović 2009; Ridjanović 2012; Piper & Klajn 2014). As traditionally compiled corpora are rather scarce (for Bosnian in particular), and they focus on the standard/standardized (proofread) language, we turn to {bs,hr,sr}WaC (Ljubešić & Klubička) - three massive web corpora, available via unified, functional interface NoSketchEngine, with qualitative annotation based on the common morphosyntactic tagset. We show how web corpora can give us insights into variation in real language use, i.e. frequency of forms and patterns which are discarded by the norm.

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Piper, P., Klajn, I. (2014) *Normativna gramatika srpskog jezika*. Novi Sad: Matica srpska.

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Development of language resources and tools for Croatian and Serbian with VERY limited funding

Keywords: Croatian, Serbian, language resources, language technologies, machine learning, manual data annotation, cooperation and coordination

Croatian and Serbian are two Slavic languages that were traditionally very scarcely equipped with freely available language technologies. In my talk I will present the path taken by a network of enthusiasts since 2011 to develop language resources and tools for both the canonical and non-canonical varieties of these two languages with very limited funding available. The endeavour consisted of four milestones. (1) Harvesting of large collections of text: Given that the two languages have a strong online presence, large giga-word corpora were obtained by crawling the web (Ljubešić and Erjavec, 2011; Ljubešić and Klubička, 2014) or by harvesting social media APIs (Ljubešić et al., 2014). (2) Heavy usage of machine learning: The best cure for lack of funding is heavy (semi-)automation. We have trained the initial part-of-speech tagger, parser and named entity recognizer on a small dataset of 87 thousand tokens (Agić and Ljubešić, 2014) that was produced by iteratively (a) manually annotating data (b) training models on the manually annotated data and (c) preannotating the remaining data to be annotated. Machine learning was also heavily used in producing inflectional lexicons of the two languages (Ljubešić et al., 2016), significantly lowering the time necessary to produce such large and time-demanding resources. Finally, adaptations of the developed language technologies to non-canonical varieties such as the language of social media were again performed by applying unsupervised machine learning techniques, e.g., training distributional models of words on large collections of raw text (Ljubešić et al., 2017). (3) Data annotation campaigns: The fuel of supervised machine learning is manually annotated data. Each data annotation campaign actually consists of the following tasks: (a) development of annotation guidelines, (b) technical setup of the annotation campaign and (c) the annotation process itself. Given that the first two tasks take a significant amount of resources necessary to produce annotated data, the network of researchers heavily coordinated annotation campaigns of Croatian, Serbian and Slovene data. Additionally, machine learning was applied whenever possible to preannotate data. (4) Regional cooperation and coordination: Just a fraction of the resulting resources and tools would have been developed by now if the network of Croatian, Serbian and Slovene researchers was not coordinating developments in various projects by (a) simultaneously harvesting data in multiple languages, (b) sharing expertise in machine learning and (c) organising joint data annotation campaigns.

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Creation of the local digital corpus using the graph property database and Reldi API scripts for automatic tokenization, lemmatization and dependency parsing of Croatian texts

Keywords: graph database, corpus modelling, tokenization, lemmatization, universal dependency parser

This paper presents a software application for developing and storing linguistically tokenized, lemmatized and syntactically parsed digital texts of the Croatian language using Reldi application service (<https://github.com/clarinsi/reldi-lib-doc>, Ljubešić et al. 2016), py2neo Python library (<http://py2neo.org/v3/>) and graph property database Neo4j (<https://neo4j.com/>). The application uses a pipeline of several automatized processes that comprise of 1) ingesting the texts as data, 2) tokenizing, lemmatizing and parsing the text, 3) storing multiple texts and tokenized, lemmatized and parsed morphosyntactic information in the graph database. In the first phase texts and metadata about the texts are processed in the form of .txt or .csv data and sent to Reldi application programming interface. In the second step, the Reldi service parses the text data and sends back the lexical, morphosyntactic and syntactic values about tokens, lemmas and dependency structures within the parsed text in a form of a JSON data file. The third converts the JSON data values stored on a local drive to a Neo4j database using a custom-made linguistic schema model. Each text is represented as an entity with the properties, such as the name of the text, creation date, link to the resource, etc. that are stored as values within the nodes key features. The schema of the model stores the linguistic structures of tokens, words, lemmas as entities while the grammatical and syntactical relations are stored as connections between those entities. Each text is therefore decomposed into corresponding tokens, words, lemmas according to the described linguistic schema. This decomposition enables text summarization information and creation of complex queries about the linguistically different structural levels within a single text or for multiple texts. In this manner, a local corpus with universally described features can be created allowing for the analysis of the various informational features within the linguistic patterns that form the corpus. Furthermore, the graph storage of the parsed text enables the data enrichment for each level of the entities and relations. This means that the level of texts can be enriched with connections the new structures (Author, Institution, and Organization) that can be used for further ontological description and contextualization of the text (Perak 2018).

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PANEL 8: MORPHOLOGICAL DOUBLETS: FROM A DIACHRONIC TO A SYNCHRONIC PERSPECTIVE

Several linguistic approaches have claimed that parallel forms with the same meaning are rarely (if ever) evidenced in languages. For example, The Principle of Contrast (Clark 1987) claims that any two forms must contrast in meaning, and the Constant Rate Hypothesis (Kroch 1994) assumes some functional distinctions between similar forms. However, parallel forms with the same meaning are evidenced in languages: different forms of the same case in noun declension, different nominalization suffixes, parallel forms in verbal inflection, etc. It has previously been assumed that this phenomenon is rare in morphology, tends to be small and diachronically unstable (e.g. Kroch, 1994), but this view has been challenged in recent literature (e.g. Fehrer 2004, Thornton 2011). The study of morphological doubletism across the world's languages currently is a fruitful area of research. It can answer questions which stand as the basis of our understanding of language, primarily whether the language system is a perfect system where doublets constitute only a temporary or transitional state, or if it is a more unstable system of which doublets are a component on a par with other components. It is hardly ever the case that both members of the same cell display equal frequency in usage (Thornton 2012). In that sense, the two forms compete, and one of them is more prevalent. Theoretical models that can explain this manner of competition revolve around two approaches. One is polarized between one regular (default) and one irregular paradigm. According to this, irregular paradigms show evidence of overgeneralisation and paradigm change when frequency is considered (e.g. Pinker 1984). Consequently, frequent doublets will be more prone to using irregular patterns, while less frequent words will more likely conform to the regular paradigm. The other approach introduces language typology as a relevant factor, stating that morphological change is always governed by similar principles, such as morphotactic transparency (Dressler 2005) or morphological complexity (e.g. Dahl 2004). In this panel, research of morphological doublets in several languages will be outlined, together with some theoretical assumptions and practical considerations regarding morphological doubletism.

Panel leaders | Voditelji panela

Tomislava Bošnjak Botica, Institut za hrvatski jezik i jezikoslovlje;

Gordana Hržica, University of Zagreb;

Dario Lečić, University of Zagreb

Diachronic variation or language change? The case of inflectional doublets in Czech

Keywords: diachrony, Czech, morphology, doubletism

Most diachronic descriptions of inflectional doubletism treat it as a transitory state, which appears prior to functional differentiation between the two exponents or which marks a transition from the use of one exponent to the use of another. These changes are said to begin, gather pace and run their course over several hundred years.

We present evidence suggesting an observational bias to this, in that the cases that have drawn scholarly attention are those where a clear endpoint contrasts with a prior historical state. Examining instances outside this pattern yields a different picture: the change trajectory can last a millennium or more, moving slowly through the lexicon, with frequency effects playing an important role.

We have been investigating a morphosyntactic change ongoing in Czech: the replacement of locative singular {ě} in the masculine hard inanimate paradigm with {u} (Bermel & Knittl 2012a, 2012b; Bermel, Knittl & Russell 2015, 2017). Described most prominently by Thornton as overabundance (2012), such patterns are well-attested in Slavic morphology (e.g. Janda 1996; Lečić 2015; Brown 2007). We identified the 50 most frequent nouns in Czech with loc. sg. variation in this paradigm using the SYN2005 corpus (Čermák et al. 2005), and interrogated the DIAKON diachronic corpus of Czech (Kučera, Řehořková & Stluka 2015). Data was extracted using form-by-form searches, manually cleansed, and divided into diachronic “cells”. We measured proportions of each ending in each “cell” and tracked the evolution of both endings for each lexeme. The results show that:

- (1) The direction of travel may be away from “recessive” {ě}, but it does not match the S-curve development frequently proposed for changes in English (‘slow, slow, quick, quick, slow’ – see inter alia Denison 2003, Croft 2000, Blythe & Croft 2012);
- (2) the results are varied, with many words showing no change, reversible change, or change “against the tide”, i.e. increased use of the recessive form or its introduction where it was not previously found;
- (3) other explanations – that our data are non-representative because of phonological, word-formational, etymological, semantic or syntactic/constructional features – were explored and do not account for the anomalous developments.

Importantly, our high-frequency lexemes frequently develop “against the grain”, with the recessive ending increasing its frequency over time. Although {ě} appears with a restricted number of masculine inanimate lexemes, its high and sometimes increasing usage levels with

higher-frequency lexemes contribute to maintaining it as a viable ending: retextualization as per Nichols & Timberlake (1991).

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Database of Croatian Morphological Doublets

Keywords: morphological doublets, database, diachrony, synchrony, Croatian

A canonical morphological system, as per Corbett (2009) is one in which there is “a unique mapping from form to function and from function to form.” In a canonical inflectional paradigm, then, each cell would be realised by a different form and parallel forms would be impossible because the existence of one form prevents the co-existence of a form with the same grammatical function, as expressed by the Principle of Contrast (Clark 1987). However, it is in Slavonic languages, and Croatian more specifically, that such parallel forms abound. We call this phenomenon morphological doubletism (also called morphological synonymy or overabundance by other authors) and define it as a situation in language when there are two (or more) grammatical morphemes with the same function within an inflectional paradigm, which are not in complementary distribution. Some examples of Croatian doublets are: car-om/car-em as the instrumental singular of a-declension, bitkā/bitkī/bitākā ‘battle’ as the genitive plural of e-declension, čist-iji/čišč-i as two comparative forms etc. In this talk we will be presenting the progress made so far with creating a database of Croatian morphological doublets – DvojBa. Each lexical entry in the database will contain information on the morphological categories where doublets appear, the year and area of origin of each parallel form, examples of use etc. It will be morphologically tagged by using international tagging standards. The users will be able to use the database either by browsing through the lists of individual categories, lexemes or forms or by searching for the category, lexeme or form they are interested in. The diachronic aspect of the database is highly important because it enables us to follow the path of development of each form (from its entry into the language to the modern days). Only by collecting data from a large number of sources (historical dictionaries and classic authors as well as modern corpora and sources) will we be able to answer the question whether doubletism is a temporary or a permanent language feature.

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Doubletisms as multiple inheritance - evidence from Slavic

Keywords: analogy, morphology, HPSG, overabundance

In this talk I examine the Croatian instrumental singular and Russian diminutive systems. I will claim that cases of doubletism, in inflection or derivation, can be modeled uniformly as a case of multiple inheritance in a type hierarchy. I will also claim that the class assignment is highly predictable from phonological cues, and that this predictability should be directly encoded in the hierarchy as a constrain system. Inflectional and derivational behavior can be modeled with a typed hierarchy by assigning each inflection (or derivation) class to an individual type, and detaching the formal manifestation of that class from class assignment. In other words, we can say that if some word w is of inflection class L , then it belongs to some type λ , independently of what the markers of that inflection class actually are. This allows us to define abstract types and organize an inflection class system as a complex hierarchy of types. Assume a simple overabundance case with: $X-a$, $Y-b$ $Z-a\sim b$ (where X , Y and Z are stems, a and b are inflection markers, and $\sim$ denotes an overabundant stem which can take either a or b). We can model this system by saying that $X \in \phi$, $Y \in \lambda$, and $Z \in \tau$, where $\tau = \cup \{\phi, \lambda\}$. Essentially this means that overabundant lexemes belong to a hybrid type which inherits from both non-hybrid types. The licensing of the inflected forms then follows if we specify that there is an inflectional rule/construction/etc.: $-a$ which applies to any lexeme of type ϕ , and a corresponding rule/construction/etc.: $-b$ which applies to any lexeme of type λ . Then, because Z belongs to both types, it can combine with either rule/construction/etc. This leaves the question of class assignment. I will show that class assignment is highly predictable from the phonology of the stems. This means that each class (each type in the hierarchy) imposes constraints on the possible phonology of the items that belong to that class. Because constraints can be inherited, overabundant items will inherit the constraints present in the non-overabundant classes. This matches the intuition that overabundant items are items which could belong to either class. I will show with examples from Croatian and Russian that this is exactly the case.

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Croatian double-gender nouns

Keywords: nominal inflection, double gender, double declension, diachrony, synchrony, overabundance, Croatian

Using corpus data, we present the phenomenon of double-gender and double-declension nouns in Croatian. The nouns researched here end in a consonant in the Nsg. and are attested both in the a-declension and the i-declension. Ten double-gender and double-declension nouns were selected (bol 'pain', čar 'charm', glad 'hunger', izrast 'growth', gnjilež 'decay', pelud 'pollen', splav 'raft', trulež 'rot', varoš 'town', živež 'foodstuffs'). Relevant written documents from the onset of Croatian literacy were analysed to describe the one-gender stage of the noun (if possible) and to detect the appearance of the second paradigm. Two relevant corpora were used to determine the ratio between two paradigms in later time periods: CLC, the Croatian Language Corpus (Ćavar and Brozović Rončević 2012) and HrWaC, the Croatian Web Corpus (Ljubešić and Klubička 2014). The study focuses on five questions: 1. Do doublets persist, or do they diachronically gradually transfer to only one form? 2. If there is a change, how long does it take for rival pattern to appear and/or disappear? 3. Is there a constant ratio between the two declensions/genders through time? 4. Is this a case of internal or external change, i.e. can it be attributed to language contact? Results show that all ten nouns appear in both genders/declensions, but differ in the ratio between the two patterns in different time period and in different corpora. Nouns bol, glad, čar, varoš and trulež are attested in the oldest documents written in Croatian, while the others entered the Croatian language from the 2nd half of the 18th and during 19th century. Rival forms of nouns trulež, gnjilež, pelud are attested in both genders almost simultaneously, while others obtained their alternative form in different historical periods (from the 16th to the 19th century). While some nouns are rarely used in one of the patterns (1%, 4%), for some the ratio is almost equivalent (44%, 56%). For some nouns, there seems to be a developmental shift from one form to another (e.g. varoš 'town' m. decreased from 38% to 4%). The aerial distribution of the usage of the two forms shows possible influence of language contact phenomena, through contact between Croatian dialects or typologically similar languages in the surroundings. Double forms do not disappear rapidly. Instead, our results speak in favour of overabundance (Thornton 2011), i.e. a more flexible approach to the blocking phenomenon or synonymy avoidance in morphology (e.g. Aronoff 1976, Carstairs-McCarthy 2010).

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Morphological doublets in language acquisition

Keywords: morphological doublets; language varieties; child language acquisition; language assessment; professional implications

Theoretical accounts on morphological doubletism hold a great importance for the scientific work in applied linguistics and psycholinguistics, as well as in professional work based on the scientific findings. In this talk, the consequences of theoretical assumptions on practical considerations and conclusions regarding morphological doubletism in the child language will be discussed. Language varies in terms of geographical and social aspects, and changes over time. However, work on language variation in the child language is rather limited (but see Roberts 2008). Yet, in order to study language processing and acquisition, it would be valuable to obtain data about the evidence and frequency of certain linguistic items (words, syntactic structures, morphological forms) in the language variety spoken by the population studied. This is especially important when observing young children who have not yet been exposed to the standard language through formal schooling. Children might produce morphological doublets due to the differences in language varieties. Acquiring the first language is a fast, yet gradual process. Children acquire subsystems of a language within couple of years, and their production (e.g. systematic errors they make) might point us towards the elements within the language system that present special challenge for young learners. Important fact is that children might produce morphological doublets due to the gradual development of language subsystems. Since children acquire the language they are exposed to, they should show similar tendencies towards the usage of morphological doublets as adult speakers in their environment. Research aiming at investigating this potential phenomenon has never been conducted. It might be relevant to establish the existence of parallel forms in a language, as well as their frequency and semantic features, in order to detect whether they correspond to those in the child language, or whether the child language, being a specific variation of a language, complies to different rules. Therefore, children might produce morphological doublets that do or do not correspond to the forms verified in the adult language. In conclusion, morphological doublets in the child language might be the result of language acquisition, language variation and change, and of morphological doubletism in the adult language. Without the solid knowledge about both spoken and written child language, it is often hard or impossible to determine the causation. This, in turn, affects the conclusions about language development, constructions of tasks designed to study language processing and assessment, and on the professional work in language assessment and therapy.

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What can morphological doublets tell us about mental grammars?

Keywords: morphological doublets, corpus, questionnaires, computational models, usage-based model, analogy

The author presents the results of his PhD research entitled *Morphological Doublets in Croatian: a multi-methodological analysis*, in which he approached the issue of Croatian morphological doublets by analysing data derived from several sources: corpora, questionnaires, and computational models. If a speaker (or learner) of Croatian consults grammars and other reference manuals of the Croatian language in search of a solution to some language question (in this case, morphological doublets), more often than not they will be left confused as they will find ambiguous answers in a single manual or opposite answers in different manuals. If they take a look at how this item is used in real life (derived from a corpus), they might find completely different distributions. Where does that leave the speaker/learner? Whose “rules” should they follow? Is a rule-based system applicable at all or should they rely on a different principle? Having determined the corpus distributions of the individual forms in Croatian corpora, the author conducted several questionnaire surveys among native speakers of Croatian, testing for acceptability and production of individual forms. The results have shown that the differences in the corpus distributions of doublets are reflected in the speakers’ answers, i.e. the acceptability/production of one form decreases as its level of “domination” over its doublet pair decreases. Such results, confirmed in three independent surveys, lead us to the conclusion that speakers’ mental grammars/lexicons contain a piece of information about the frequency of particular forms (in the words of Joan Bybee, “Frequency distributions matter and are a part of grammar”). These results have been taken one step further in the following manner. In recent years, numerous computational models of language have been developed that try to dig into the processes taking place in the speakers’ minds when processing and producing language. Some of these models rely solely on memory and eliminate rules from this process altogether. We test two such models (Analogical Model and Tilburg Memory-Based Learner) on Croatian, using the above data as test cases. More specifically, we try to see whether the answers these models produce would be more in line with the answers given by grammar books or by the patterns found in the corpora. On top of this, the performance of these models (which we interpret as “artificial” speakers of Croatian) is compared to the results of real speakers collected by means of a survey.

Overabundance in Italian comparatives *più buono/migliore* and *più cattivo/peggiore*

Keywords: Canonical morphology, Overabundance, Comparison

Following Corbett's canonical approach to typology and morphology (cf. Corbett 2005), Thornton (2011) describes *overabundance*, from Italian *sovrabbondanza*, as the non-canonical phenomenon that occurs when "a cell in a paradigm is filled by two or more synonymous forms which realize the same set of morpho-syntactic properties" (Thornton 2011: 360). Thornton calls these synonymous forms 'cell-mates' (2011: 360), arguing that they may differ in three ways:

Variation among cell-mates	Language	Cell-mates
Different composition / structure	Dutch	drukste / meest drukke 'busy:SUPERL'
Different lexical material	English	wharfs / wharves
Different inflectional material	Latin	fēcērun̄t / fēcērun̄t / fēcēre 'do:3PL.PRF.IND'

(Thornton 2001: 359, table 16.2, adapted)

In a given corpus, if the ratio between tokens of two cell mates is 1:1, i.e. they appear with the same frequency, then a 'canonical overabundance' (Thornton 2012: 169) is established. Since Thornton first works, studies on overabundance have been carried out on different languages, including Italian (Thornton 2012), Zurich German (Hasse 2014) and Croatian (Bošnjak Botica and Hržica 2016).

In Italian, comparison of majority is realized by placing the adverb *più* 'more' before the qualifying adjective. For instance, if we consider the adjective *bella* 'beautiful.F.SG', the corresponding comparative of majority will be *più bella* 'more beautiful.F.SG'. We refer to these periphrastic forms as *analytic comparatives*. Besides these periphrastic forms, some Latin synthetic (or *organic*) comparatives happened to remain in usage in Italian language along with the analytic ones, as in the case of the pairs MIGLIORE/PIÙ BUONO 'better'; PEGGIORE/PIÙ CATTIVO 'worse'; MAGGIORE/PIÙ GRANDE 'bigger; older'; MINORE/PIÙ PICCOLO 'smaller; younger'. During the last century, Italian grammaticography has agreed in considering the forms of the abovementioned pairs as synonymous forms, thus making them eligible for a study under an overabundantist perspective because they realize the same cell in an inflectional paradigm by showing different composition / structure.

By drawing on data from *la Repubblica* corpus (1985- 2000) ($\approx$ 330 million of word-tokens), Santilli enquires the subject with a study that focuses on the couple PIÙ BUONO and MIGLIORE when they express comparison of majority (2014) and when they are relative superlative

adjectives (2016), finding out that overabundance is indeed established between the two forms at some degree; a degree that is nevertheless far enough from canonical overabundance. This work aims to enrich the ongoing research by taking the couple PIÙ CATTIVO/PEGGIORE as a case study.

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Overabundance: a canonical typology

Keywords: Overabundance, Paradigms, Canonical Typology, Conditions

I define overabundance as the situation in which two (or more) inflectional forms are available to realize the same cell in an inflectional paradigm. In this talk I will give a general introduction to overabundance, using the Canonical Typology framework (Bond 2013, forthcoming; Brown & Chumakina 2013; Corbett 2005, 2007a, 2007b; Baerman, Brown & Corbett 2017). After a short introduction to the concept and to the terminology used in various scientific traditions to name it, I will introduce and discuss some criteria to establish a canonical typology of overabundance. I claim that the canonical overabundant cell has the following properties:

- it is the only overabundant cell in a lexeme's paradigm;
- no other lexemes of the relevant word class in the same language have overabundance in the same cell;
- it contains two (or more) forms that are in a 1:1 frequency ratio in a corpus;
- the usage of either one of the cell mates is not subject to any conditions (neither geo-socio-stylistic nor grammatical).

Studies of several cases from different languages will be used to illustrate more and less canonical cases of overabundance.

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