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JEZIK I UM

XXXII. međunarodni znanstveni skup

3. – 5. svibnja 2018.

Rijeka, Hrvatska

LANGUAGE AND MIND

32nd International Conference
3rd – 5th May 2018
Rijeka, Croatia

Knjiga sažetaka

Book of Abstracts

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Jezik i um

Language and mind

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UVODNO SLOVO

Tradicionalni godišnji skupovi Hrvatskoga društva za primijenjenu lingvistiku okupljaju svoje članove i druge istraživače, nastavnike i prevoditelje više od tri desetljeća, te propituju osnove funkcioniranja jezika. Ovogodišnji je skup posvećen suodnosu jezika i uma na svim planovima i razinama lingvističkih istraživanja.

Rezultate svojih istraživanja predstavit će pozvani predavači: Maja Brala-Vukanović (Sveučilište u Rijeci), Ewa Dąbrowska (University of Birmingham), Willem B. Hollmann (Lancaster University), Anita Peti Stantić (Sveučilište u Zagrebu) i Ljiljana Šarić (University of Oslo) te više od stotinu izlagača u 20 sesija s više od devedeset izlaganja. Naslovi u ovoj knjizi sažetaka (zaista ne više *knjižici* kako smo je običavali zvati) pokazuju gdje se sve iščitava odnos jezika i uma – kakva je njihova interakcija, kakav je odnos jezika i uma sudionika u komunikaciji, kako uroniti u jezik i um standardologa, stručnjaka ili višejezičnih govornika... Izlagači su zavirili u publicistički, politički, reklamni ili sportski diskurs, u frazeološke dubine, u normativne i terminološke dvojbe, u međukulturnu interakciju, u učionice... Svoje su mjesto našle mnoge zanimljive teme, koje će, očekujemo, pobuditi kvalitetne rasprave.

Kao i posljednjih godina, i ove osim izlagača iz Hrvatske na skupu sudjeluju izlagači iz europskoga okruženja, ali i izvan Europe.

Nadamo se da će sudionicima skupa i ovu, treću godinu zaredom, Rijeka biti dobar domaćin.

urednice

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NAPOMENA / NOTE

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

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

PLENARNA IZLAGANJA / PLENARY SESSIONS

Maja Brala-Vukanović
University of Rijeka

Language and mind: the (in)extricable inextricability

Following a brief review of the main tenets of the cognitive linguistic paradigm, we shall take a look at some of the key methods used by linguists to dissect the relation between the human mind and the human language. The lecture will focus on the grammatical category of demonstratives, and we will try to explore the links that take us from the realm of gestures into the world of language. The key question of the analysis is whether it is possible to identify some universal structural elements and operational principles that are shared between language and other sub-systems of human cognition. In the final part of the paper, we shall address the question of whether contemporary cognitive linguists have managed to propose at least some answers to the issues that at the onset of the paradigm have been outlined as key research issues, or whether these remain largely a 'wish-list'.

Jezik i um: (ne)raskidivo vezani

Nakon uvodnoga pregleda temeljnih postavki kongitivnolingvističke paradigme osvrnut ćemo se na neke od metoda kojima se lingvisti danas koriste kako bi pokušali razaznati i rasplesti veze između uma i jezika. U fokusu predavanja naći će se pokazne čestice, odnosno veza koja od geste vodi do jezika, a analizom koje možemo (pokušati) razaznati neke od univerzalnih strukturnih elemenata i operativnih načela koje jezik dijeli s drugim podsustavima ljudskoga uma. U zaključku rada osvrćemo se na pitanje je li suvremena kognitivna lingvistika uspjela odgovoriti na neke od temeljnih pitanja i zadataka koje je sebi postavila u svojim počecima ili je u znatnoj mjeri riječ o, nažalost, još uvijek „popisu želja".

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Ewa Dąbrowska
University of Birmingham

Language learning as cooperative interaction between implicit and explicit processes

It is often asserted that first language acquisition and adult second language learning are "fundamentally different". In contrast to L2 learning, first language acquisition is believed to rely almost entirely on implicit learning. Children, it is often asserted, are unable to focus on form, and because of this, explicit learning and aptitude (as measured by foreign language aptitude tests such as the MLAT and PLAB) are irrelevant. There are also important differences in motivation: adult learners typically have the explicit goal of learning a new language, while children's motivation is simply to communicate, and learning occurs as a by-product of engaging in communicative interaction.

In this talk, I summarize some of the problems with the fundamental difference position. While there clearly are differences between child L1 acquisiton and second languge acquisition in adults, I argue that these have been overstated, partly because of many researchers' theoretical commitments and partly because L1 and L2 research tends to focus on different aspects of the development process. I argue that language aptitude plays a significant role in both L1 and L2 learning, that children are not only able, but also highly motivated to pay attention to form, and that in both populations, acquisition depends on cooperative interaction between implicit and explicit processes. Thus, the same cognitive mechanisms are involved in both types of learning, albeit not necessarily to the same extent. I conclude by proposing a unified account of L1 and L2 learning rooted in the usage based framework in linguistics and by work on skill acquisition in cognitive psychology.

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Willem B. Hollmann
Lancaster University

Cognitive sociolinguistics: from inspiration to innovation

Cognitive sociolinguistics may be described as the study of linguistic variation from a cognitive perspective. Over the past decade and a half it has developed into a vibrant research area, initially driven by cognitive linguists (some early examples being Geeraerts 2003, Gries 2003, Kristiansen 2003, Hollmann and Siewierska 2006, 2007, Grondelaers et al. 2007, 2008, Croft 2009), but more recently also by some sociolinguists (e.g. Clark 2007, Clark and Watson 2011, Nycz 2013, Soukup 2013, Moreno-Fernández 2017).

The aim of this talk is twofold. First, following a brief discussion of what cognitive sociolinguistics is, I will sketch how it has developed, consider what its main descriptive, methodological and theoretical contributions thus far have been, and speculate in which direction(s) it may be heading in future. Second, I intend to show from a more practical point of view how we may continue to push the cutting edge in this area.

I will argue that one potentially very productive way to make novel contributions is to start from careful consideration of the very bases upon which cognitive sociolinguistics has been established, i.e. cognitive linguistics and sociolinguistics, and in fact beyond that, the domains of inquiry from which those approaches to language have developed: psychology, sociology, anthropology and linguistics itself.

The basic idea here is that these areas represent large amounts of knowledge much of which for a variety of reasons has not been tapped into yet, but which may at least potentially inform and improve our understanding of linguistic variation. I will illustrate this idea mainly through discussion of some ongoing research on the possible relevance to language of the social psychological notion of the 'self-serving bias', which may be defined as "any cognitive or perceptual process that is distorted by the need to maintain and enhance self-esteem" (Forsyth 2008:429).

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Nycz, Jennifer. 2013. "Changing words or changing rules? Second dialect acquisition and phonological representation." Journal of Pragmatics 52: 49−62.
Soukup, Barbara. 2013. "Austrian dialect as a metonymic device: a cognitive sociolinguistic investigation of Speaker Design and its perceptual implications." Journal of Pragmatics 52: 73−82.

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Anita Peti Stantić
University of Zagreb

Languages in the mind: systematic variability of agreement and word order interface options

The talk I am presenting will offer an insight into the interplay of semantic and syntactic features of an agreement and word order phenomena in Croatian and will be couched in the investigations conducted within the research group of the HRZZ project "The Building Blocks Croatian Mental Grammar: Constraints of the Information Structure". In our research, we examine the systematic variability of interface options, as well as their integration through information. In doing so, we see the mental grammar as a multidimensional, multifaceted complex processing space in which one needs to investigate the effects of so far uninvestigated factors in classical approaches. Therefore, I will discuss the results of several sets of experiments conducted with an aim to understand the mechanisms behind the gender agreement in coordinated structures in Croatian, morphosintactically rich language. I will build on a research (Peti-Stantić *et al.* 2015, Willer-Gold *et al.* 2017) that showed the prevalence of linear over hierarchical principle in agreement by investigating two competitive word orders, MF and FM.

Despite the fundamentally syntactic nature of an agreement, because the agreement ties words together in virtue of their structural role in the sentence, agreement processing also turns out to be sensitive to semantic components of the sentence, therefore allowing us to explore the tight links between syntax and semantics in sentence processing. Although empirical evidence has underlined that semantic factors also modulate attraction effects, only two types of semantic effects in agreement have been distinguished so far (Franck 2017): (i) effects of semantic/notional representation of number, and (ii) influences from the semantic relations between the words in the sentence. Therefore, specific aim in this talk will be to show how the interaction of uninvestigated salient semantic features play significant role in the realizations of agreement. Some of the features I will probe are the concreteness and abstractness, as well as the feature of being human or non-human. Based on this finding, I will analyze semantic modulation of the agreement at the interface of syntax and semantics.

CONCRETE	ANIMATE	HUMAN
+	+	+
Dječaci i djevojčice su pametni/*e. boysM and girlsF are smartM/F Djevojčice i dječaci su pametni/*e. Dječaci i skoro sve djevojčice su pametne/?i.		
+	+	-
Konji i krave su odmorni/?e. horsesM and cowsF are restedM/F Krave i konji su odmorni/*e. Konji i skoro sve krave su odmorne/?e.		
+	-	-
Stolovi i stolice su drveni/e. tablesM and chairsF are woodenM/F Stolice i stolovi su drveni/*e. Stolovi i skoro sve stolice su drvene/?e.		
-	+	-
Vilenjaci i vile su zanimljivi/?e elvesM and fairiesF are interestingM/F Vile i vilenjaci su zanimljivi/*e. Vilenjaci i skoro sve vile su zanimljive/?i.		
-	+	+
Vizionari i demografkinje su ozbiljni/e. visionariesM and demographersF are seriousM/F Demografkinje i vizionari su ozbiljni/?e. Vizionari i skoro sve demografkinje su ozbiljne/?i.		
-	-	-
Oprosti i tajne su predvidivi/e. pardonsM and secretsF are forseableM/F Tajne i oprosti su predvidivi/?e. Oprosti i skoro sve tajne su predvidive/?i.		

Ljiljana Šarić
University of Oslo

Contrasting similar languages from a cognitive linguistics perspective: the case of prefixed verbs in Slavic

Slavic verbal prefixes are a notoriously complex issue even when examining a single language. This is probably why there are few comparative studies of Slavic prefixes (Townsend 1997, Mitkovska and Bužarovska 2012, Šarić and Tchizmarova 2013, Šarić and Nedelcheva 2015, 2017). When a comparative approach is undertaken in some cases, only individual aspects of prefixal semantics are taken into consideration (see, e.g. Dickey 2011, 2012 on po-; Dickey 2005 on s-/z-, Dickey 1999 on za-).

This presentation concentrates on the advantages and pitfalls of comparing verbal prefixes in the Slavic languages from the cognitive linguistics perspective. The talk advocates the radial network model in the analysis of prefixes and follows the overlap hypothesis (proposed in Vey 1952, Schooneveld 1958, Janda and Nesset 2010) when approaching the meaning of verbal prefixes in constellations in which they seem semantically "empty."

The main focus is on Croatian and Bulgarian. I present a few case studies that discuss the meanings of verbs prefixed with u-, o(b)-, od-, and do- in the two languages. Emphasis is put on meaning extensions from spatial into non-spatial domains, as well as on similarities and differences between the languages in question. A further question addressed is the (dis)advantages of using corpora in contrastive analyses.

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IZLAGANJA U SEKCIJAMA / GENERAL SESSIONS

Fahad Rashed Al-Mutairi
MCMP (Munich)\ PAAET

Chomsky on the mind-body problem: Are cognitive psychologists wasting their time?

Chomsky has constantly maintained that the mind-body problem is a dualistic hypothesis that made sense only when it was formulated in pre-Newtonian terms, but after Newton had demolished the mechanical philosophy, the Cartesian notion of "body" lost its coherence and has never been replaced by a more coherent notion (Chomsky 2000a, 2000b, 2002 and in other works). Consequently, "[t]here seems to be no coherent doctrine of materialism and metaphysical naturalism, no issue of eliminativism, no mind-body problem" (Chomsky 2000a: 91). This rather radical position enables Chomsky to draw a favourable conclusion for his optimism regarding the prospects of unification in science; if it is indeed the case that there is no coherent notion of "physical", then there should be no (metaphysical) reason to mark a dividing line between the physical and the mental, except when such a division is considered methodologically convenient. In this paper, I argue that Chomsky's views would seem to conflict with the basic tenets of functionalism, for this philosophical doctrine is based on a non-trivial distinction between the mental and the physical and is committed to the autonomy of the former from the latter – an autonomy which must be understood in this context as one that prohibits the identification of a mental property with a physical property. In fact, Chomsky's position on the mind-body problem seems to conflict not only with functionalism, but also with the whole of experimental (cognitive) psychology, a field which operates largely with the ascription of functionally-construed mental states. Insofar as modern cognitive psychology can be construed as the empirical investigation of the properties of mental states, we might justly regard its activities as an attempt to make sense of that part of the world we call "mental", and in this sense modern cognitive psychology is on a par with Chomsky's own framework.

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Katarina Aladrović Slovaček, Željko Agić
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Obilježja dječjega umnoga leksika u primarnome obrazovanju

Temeljni je cilj nastave hrvatskoga jezika u primarnome obrazovanju razvoj jezično-komunikacijskih sposobnosti pri govornoj i pisanoj uporabi jezika u svim funkcionalnim stilovima. Jedna od važnih sastavnica jezično-komunikacijske kompetencije jest leksička kompetencija koja se definira kao poznavanje i sposobnost korištenja vokabulara nekoga jezika. Iako bi se bogaćenje rječnika trebalo sustavno provoditi kroz sadržaje nastave hrvatskoga jezika, rezultati istraživanja pokazuju da je rječnik današnjih osnovnoškolaca sve siromašniji jer nemaju razvijene čitalačke navike, ali i zato što u svojoj svakodnevnoj jezičnoj produkciji koriste mnoštvo skraćenica, istih ili sličnih riječi u različitim kontekstima smanjujući tako leksičku raznolikost te jezičnu kreativnost i inovativnost. Stoga je cilj ovoga istraživanja opisati umni leksikon učenika u primarnom obrazovanju s obzirom na razvojnu dob te opisati izvanjezične utjecaje na njegovo razvoj s osobitim osvrtom na leksik obveznih lektirnih djela. Prvi dio istraživanja obuhvaćao bi prikupljanje korpusa u obliku pisanih radova učenika s točno određenom temom usklađenom s Nastavnim planom i programom te dodatnim upitnikom o stavovima prema hrvatskom jeziku kao nastavnom predmetu te pisačkim i čitalačkim navikama u tri slučajno odabrane osnovne škole (od drugog do osmoga razreda) Republike Hrvatske. U drugome dijelu istraživanja napravila bi se analiza leksika najčitanijih lektirnih djela u primarnome obrazovanju (po jedno djelo iz svakoga razreda) kako bi se pokazalo kojim se riječima i na koji način kroz jezičnu djelatnost čitanja bogati učenički rječnik. Očekuje se kako će rezultati ovoga istraživanja opisati umni leksikon u primarnome obrazovanju s tendencijom da se u nastavi hrvatskoga jezika u sadašnjem, a osobito u novom kurikulu težište stavi na sustavno poticanje razvoja jezično-komunikacijske kompetencije, ne zanemarujući važnost razvoja leksičke kompetencije na kojoj se temelji sva pisana i govorena komunikacija.

Characteristics of children's mental lexics in primary education

The basic goal of Croatian language lessons in primary education is the development of linguistic and communicative competence in spoken and written use of language in all functional styles. One of the important elements of linguistic and communicative competence is lexical competence defined as the knowledge and ability to use the language vocabulary. Although enrichment of vocabulary should be systematically implemented throughout the contents of Croatian language lessons, the results of the research show that nowadays the vocabulary of primary school pupils is getting poorer and poorer since they, on the one hand, have not developed reading habits and, on the other hand, in their daily language production they use a lot of abbreviations as well as the same or similar words in different contexts, decreasing in this way lexical variety, language creativity and also innovativeness. Therefore, the goal of this work is primarily to research and describe the active lexis of primary school pupils according to their developmental age and subsequently to research and describe the extralinguistic influence on the development of the lexis of primary school pupils with special emphasis on the lexis of obligatory reading. The first part of the research includes collecting the corpus in the form of written works of pupils on a specified topic aligned with the Curriculum and an additional questionnaire on the attitude towards Croatian language as a school subject as well as the writing and reading habits in 3 randomly selected primary schools in the Republic of Croatia. The second part of the research would consist of an analysis of the lexis of obligatory literature most frequently read in primary education (one work from each class) to show which words and which method, through the linguistic activity of reading, will enrich a student's vocabulary. It is expected that the results of this research will be described as a lexicon in primary education, with the tendency that the teaching of the Croatian language in the present and especially in the new curriculum focuses on systematically promoting the development of communicative competence, not neglecting the importance of the development of lexical competence on which all written and spoken communication is based.

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Bernes Aljukić
Univerzitet u Tuzli, Filozofski fakultet, Bosna i Hercegovina

Konverzacijska interakcija sa Sophiom

Na osnovama konverzacijske i diskursne analize rad je usmjeren prvenstveno na dva svojstva konverzacijske interakcije – spontanost i formalnost. Predmetom su analize televizijski intervju sa stvarnim sudionicima i intervju sa Sophiom, humanoidnim robotom kojeg je razvila tvrtka Hanson Robotics iz Hong Konga. Korištenjem računalnoga programa Elan Linguistic Annotator u analizi se vrši izdvajanje i podjela konstrukcijskih govornih jedinica (TCU) te se grafički i anotacijski označuju mjesta od važnosti za konverzacijsku interakciju. Pozornost se usmjerava na izmjenu govornih priloga, konverzacijski dinamizam, brzinu i količinu govora, govorne prekide i govorna preklapanja te istodobno govorenje. Glavni je cilj rada usporediti sličnosti i razlike sudionika tih intervjua u ostvarenju diskursne govorne uloge s obzirom na uzajamnu konverzacijsku hijerarhiju.

Conversational interaction with Sophia

On the basis of conversational and discourse analysis the paper focuses primarily on the two characteristics of conversational interaction – spontaneity and formality. A television interview with real participants and an interview with Sophia, a humanoid robot developed by Hanson Robotics of Hong Kong, are being analyzed in this paper. Using the Elan Linguistic Annotator computer program in the analysis the turn construction units (TCUs) are extricated and classified, also the important positions in the conversational interaction are extracted and graphically annotated. The focus is on the exchange of speech turns, conversational dynamism, speed and amount of speech, conversational interruptions and overlapping, as well as simultaneous speech. The main goal of the paper is to compare the similarities and differences between the participants in these interviews in the realization of their discourse role with respect to the mutual conversational hierarchy.

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Conceptualizations of 'faith' in Luther's sermons and writings

Conceptualizations of 'faith' in Luther's sermons and writings 'Faith alone' is one of key tenants of the reformation and its presentation was crucial to the success of the movement. This paper represents a preliminary survey the conceptual metaphors and image schemata Luther relied on in making his understanding of 'faith' both accessible and believable for his audience. This is achieved through combining the tools of corpus linguistics with a cognitive linguistic approach to language and meaning. The corpus compiled for this study comprises those works available through Project Gutenberg (http://www.gutenberg.org/) and totals over 1 million words and includes over 3,000 occurrences of 'faith'. The theoretical approach of cognitive linguistics, specifically conceptual metaphor theory (Lakoff and Johnson 1980), was chosen for this study. It predicts that the conceptualizations of abstract terms, such as 'faith', rely on more concrete source domains such as objects, people, forces, and containers. Indeed, the word sketch provided by Sketch Engine (http://www.sketchengine.co.uk; cf. Kilgarriff *et al.* 2014) suggests 'faith' is frequently objectified and personified, confirming claims made by Szwedek (2011) regarding the primacy of objectification for metaphorical construal. Moreover, its conceptualization frequently relies on the metaphorical source domain of BUILDING and the image schemas of FORCE and CONTAINER. This paper discusses the use of these source domains in Luther's works. It is believed that this study will not only contribute to scholarly activities marking the 500th anniversary of the reformation, but also provide insight into the ways in which familiar words are defined and explained in new contexts.

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Glagoli vizualne percepcije kao funkcionalni dokazni oblici u znanstvenome diskursu

Među glagolima kojima se uvode propozicije u znanstvenome diskursu izuzetno su frekventni glagoli vizualne percepcije. Ta činjenica zorno odražava empirijsku prirodu spoznavanja u znanosti, odnosno činjenicu da proces spoznavanja započinje promatranjem i opažanjem, na temelju čega se izvode zaključci. U ovome radu glagole vizualne percepcije u znanstvenome diskursu promatramo kao dokazne jezične oblike, a njihove različite uporabe kao dokazne strategije kojima se retorički nastoji osigurati da iznesene tvrdnje budu prihvaćene kao vjerodostojne. O leksičkim i sintaktičkim sredstvima za iskazivanje izravno i neizravno spoznatih znanja („posredne i neposredne evidencijalnosti") u hrvatskome jeziku pišu Gnjatović i Matasović (2010), pri čemu kao jednu od „evidencijalnih strategija" prepoznaju upotrebu veznika da i kako s glagolima percepcije. U ovome radu koristimo termin dokaznost i dokazne strategije jer glagole vizualne percepcije u tekstovima znanstvenih radova promatramo kao funkcionalne dokazne oblike, odnosno jezične oblike čija je funkcija postizanje vjerodostojnosti iskaza. Pritom polazimo od spoznaja Givóna (1982), Žic Fuchs (1988) i Mushin (2001), koji pojam dokaznosti (eng. evidentiality) koriste u značenju kognitivne kategorije koja je odraz „prirodne epistemologije", odnosno načina opojmljivanja, kategoriziranja i procjene znanja u prirodnom jeziku. „Prirodna epistemologija" temelji se na procjeni dokaza, pri čemu se, primjerice, izravno vizualno spoznata znanja konvencionalno smatraju vjerodostojnima i kao takva ne osporavaju, o čemu svjedoči i primarna konceptualna metafora ZNANJE JE VIĐENJE. Na korpusu cjelovitih tekstova 165 izvornih znanstvenih radova (od čega je 95 radova na engleskome, a 70 na hrvatskome jeziku) iz devet znanstvenih disciplina (računarstvo, strojarstvo, fizika, kemija, biomedicina, psihologija, sociologija, lingvistika, književnost), analiziramo dokazne retoričke strategije koje se ostvaruju uporabom glagola vizualne percepcije u različitim sintaktičkim okolinama, diskursnim funkcijama i perspektivama izvješćivanja. Zaključujemo da su glagoli vizualne percepcije poput observe i see u engleskome ili uočiti, zapaziti, vidjeti, promatrati i primijetiti u hrvatskome jedno od važnih funkcionalnih dokaznih jezičnih sredstava u tekstovima znanstvenih radova obuhvaćenima korpusom, u svim znanstvenim disciplinama i na oba jezika, ali da je dokaznu interpretaciju iskaza u kojima se pojavljuju nužno sagledavati u okviru pragmatike jer se dokazno značenje gradi u međusobnoj interakciji konceptualizatora (pisaca znanstvenog rada i čitatelja) u širem društvenom kontekstu znanstvene kulture i znanstvene zajednice kojoj se tekst obraća).

Verbs of visual perception as evidentials in research article texts

Verbs of visual perception feature very high in frequency among reporting verbs in research article texts. This reflects the fact that the acquisition of knowledge in research begins with observing and seeing, on the bases of which we make inferences. In this paper we regard verbs of visual perception as evidentials and their various uses in research article texts as evidential strategies used as rhetorical devices to ensure acceptance of the claims made. The use of verbs of perception combined with complementizers *da* and *kako* has been recognized as an evidential strategy for expressing indirect or direct evidentiality in Croatian (Gnjatović and Matasović 2010). We take this notion further and consider verbs of visual perception in research article texts to be functional evidentials used to ensure the reliability of the claims they introduce. Building on the findings of Givón (1982), Žic Fuchs (1988) and Mushin (2001), we use the term evidentiality in the meaning of a broad cognitive category that reflects natural epistemology − ways of conceptualizing, categorizing and assessing knowledge in natural languages. Natural epistemology is based on assessing evidence, whereby directly visually acquired knowledge is conventionally considered reliable and as such not challenged, which is reflected in the primary conceptual metaphor KNOWING IS SEEING. On a corpus of 165 original research articles (95 in English and 70 in Croatian) in nine disciplines (computer science, mechanical engineering, physics, chemistry, biomedicine, psychology, sociology, linguistics, literature) we analyze evidential rhetorical strategies reflected in the use of verbs of visual perception in various syntactic environments, discourse functions and reporting perspectives. We conclude that verbs of visual perception, such as observe and see in English or *uočiti*, *zapaziti*, *vidjeti*, *promatrati* and *primijetiti* in Croatian are prominent functional evidentials in the texts of research articles in the corpus, in all disciplines and in both languages. However, their evidential interpretation is always the result of pragmatic inference since their evidential meanings are construed through the interaction of the conceptualizers (authors of the research articles and their readers) in the broad social context of disciplinary cultures and disciplinary communities that these texts address.

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The language of advertising

One can agree or not that advertising is among the greatest modern art forms, but it has become a big part of our global culture. There is an impact between advertisements, shared references and daily life. Advertising catch phrases turn up in mass communication and everyday conversation. Hoardings and billboards are an integral part of the urban landscape, but the other media are not to be ignored. Internet advertising is on the increase, constantly. Pop-up advertisements are a source of irritation for many people, while others find them a useful source of information. Our research is based on finding out authentic English advertisements, focusing not only on their entertainment value, but also on the ability of persuasion. We tried to analyse the advertisements in terms of techniques used, especially language techniques with the meanings of ideas and symbols. Slogans use a variety of language devices, like: alliteration, metaphor, repetition, rhyme, word play, emphatic language, comparisons and personal pronouns. Considering words, adjectives and verbs are generally used more frequently than nouns. Nouns can be replaced with other words. Short slogans are more effective for grabbing attention, and may be more memorable. Longer slogans may be effective if there is a lot of information to be conveyed. They can arouse people's curiosity, imagine, reveal, symbolize or stand for something, give the touch, remind, convey a message or an idea to somebody. Numerous expressions are used for inviting people to express their ideas, for proposing, accepting or rejecting the ideas. Grammatical features refer to a specific way of presenting information, using present simple for past events, infinitive for future-plans/predictions, past participle instead of passives, omission of articles, and auxiliary verbs, unusual use of prepositions and limited use of punctuation. Phrases are followed by a gerund or the infinitive without 'to' in many expressions. The contribution of the research is to help people in making, using and understanding English advertisements, finding out their hidden meaning of ideas and symbols. Furthermore, they will be able to plan and launch an advertising campaign within the EU teamwork.

Jezik reklama

Bez obzira slažete li se ili ne da su reklame jedna od značajnijih modernih umjetničkih formi, činjenica je kako su one sastavni dio naše globalne kulture. Postoje uzajamni utjecaji između reklama, referenci i svakodnevnog života. Fraze iz reklama pojavljuju se u masovnoj komunikaciji i svakodnevnom razgovoru. Oglasne ploče i plakati sastavni su dio urbanog krajolika, ali se ne smiju zanemariti ni ostali mediji. Oglašavanje na internetu je stalno u porastu. Pop-up reklame iritiraju mnoge ljude, dok ih drugi smatraju korisnim izvorom informacija. Naše istraživanje temelji se na pronalaženju autentičnih engleskih reklama, usredotočujući se ne samo na njihovu zabavnu vrijednost, već i na sposobnost uvjeravanja. Pokušali smo analizirati koje su tehnike korištene pri reklamiranju, osobito jezične tehnike sa značenjima ideja i simbola. Slogani koriste različita sredstva izražavanja, kao što su: aliteracija, metafora, ponavljanje, rime, igra riječi, emotivni jezik, usporedbe i osobne zamjenice. Vrste riječi koje se najčešće koriste su pridjevi i glagoli, češće od imenica. Imenice se mogu zamijeniti nekim drugim riječima. Kratki slogani koriste se za privlačenje pozornosti, a lakše se i pamte. Dulji slogani su učinkoviti za prenošenje informacija. Mogu izazvati znatiželju, osmisliti, otkrivati, simbolizirati ili zastupati određene ideje, podsjetiti ili prenijeti poruku. Brojni izrazi potiču ljude kako bi predočili, predložili, prihvatili ili odbili neku zamisao. Gramatičke značajke odnose se na specifičan način predstavljanja informacija, koristeći se sadašnjim vremenom za prošle događaje, infinitivom za buduće - planove / predviđanja, prošlim participom umjesto pasivima, izostavljanjem članova i pomoćnih glagola, neobičnom uporabom prijedloga i interpunkcije. Frazama slijedi gerund ili infinitiv bez "to". Doprinos ovoga istraživanja je osposobiti ljude za izradu, korištenje i razumijevanje engleskih reklama, otkrivanje skrivenoga značenja ideja i simbola. Nadalje, moći će planirati i pokrenuti reklamnu kampanju u europskim okvirima timske djelatnosti.

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Što je gramatika u kognitivnoj gramatici?

Gotovo sve suvremene gramatičke teorije, kako formalne tako i funkcionalne, (morfo)sintaktičku sastavnicu smatraju zasebnom prikaznom razinom gramatičkoga opisa s različitim stupnjem prioriteta nad ostalim sastavnicama. Tako sintaksa primjerice čini treću sastavnicu uz semantičku i pragmatičku u gramatici uloge i referencije (VanValin i LaPolla 1997), uz semantičku (LF) i fonološku (PF) u minimalističkom programu (npr. Chomsky 1995), uz semantičku (konceptualnu) i fonološku u teoriji paralelne arhitekture (Jackendoff 2010) te uz semantičku i fonološku u konstrukcijskim gramatikama u užem smislu (Fillmore i Kay 1993, Goldberg 1995, 2006; Croft 2001). Kognitivna gramatika (Langacker 1987, 1991, 2008; Taylor 2002; Belaj i Tanacković Faletar 2014, 2017) je u tom smislu iznimka jer gramatiku smatra simboličkom strukturom nastalom kombinacijom dviju fundamentalnih jezičnih jedinica – fonoloških i semantičkih – odnosno kombinacijom fonološkoga i semantičkoga pola, strukturom koja posljedično simbolizira značenje, te ju zato ne smatra zasebnom sastavnicom. Iako i kognitivna gramatika pripada konstrukcijskim pristupima jer s njima dijeli većinu zajedničkih obilježja, izuzimanje gramatičke razine iz teorijskoga modela, kao i ozbiljne metodološke razlike koje su usko povezane upravo s izuzimanjem gramatičke sastavnice, jedan je od glavnih razloga zbog kojih se ona može smatrati konstrukcijskim pristupom tek u širem smislu. To je također i jedan od glavnih razloga zbog kojega je kognitivna gramatika doživjela brojne kritike, u prvom redu pobornika formalnih pristupa (npr. Newmayer 1998), koje su počesto čak završavale i tvrdnjama da je to teorija koja negira postojanje gramatike jer se definicije gramatičkih kategorija temelje na konceptualnosemantičkim kriterijima. Ovaj članak predstavlja prilog toj dugogodišnjoj raspravi, a u skladu s Langackerovim (2005) razmišljanjima ponudit će dodatne argumente u prilog tezi da je upravo suprotno, tj. da gramatika ima središnju ulogu i u kognitivnoj gramatici, samo se njezina narav smatra drukčijom. Drugim riječima, razlog zašto se gramatička (sintaktička razina) ne treba smatrati zasebnom sastavnicom nije to što gramatika ne postoji, već to što u ontološkom smislu nije ravnopravna semantičkoj i fonološkoj, odnosno zato što je ona rezultat njihova suodnosa.

What is grammar in Cognitive Grammar?

In almost every contemporary grammatical theory, formal as well as functional, (morpho)syntax is considered a separate, usually the third, component of grammar, having a different level of priority over the other components. So, for instance, in Role and Reference Grammar (VanValin and LaPolla 1997) there is a syntactic, a semantic and a pragmatic component, the Minimalist Program (Chomsky 1995) features a syntactic, a semantic (LF) and a phonological (PF) component, Jackendoff's Parallel Architecture (Jackendoff 2010) has a syntactic, a semantic (conceptual) and a phonological component, while in various construction grammars in the narrow sense (Fillmore and Kay 1993, Goldberg 1995, 2006, Croft 2001) the components include a (morpho)syntactic, a semantic and a phonological one. In that sense Cognitive Grammar is an exception because grammar is viewed as bipolar symbolic structure whose semantic and phonological poles incorporate semantic and phonological structure. In other words, grammar symbolizes meaning and thus cannot be a separate level of representation. Cognitive Grammar is a type of construction grammar since it shares most of the basic assumptions with construction grammars narrowly defined. However, because it excludes the syntactic level of representation from the basic theoretical model and has a number of distinctive methodological features that follow from this lack of a separate grammatical component, Cognitive Grammar can only be considered a type of construction grammar in a broader sense. That fact is also one of the main reasons why Cognitive Grammar was exposed to a number of criticisms, especially from generative grammarians (for example Newmayer 1998), criticisms that often ended with claims that Cognitive Grammar is a theory which neglects the existence of grammar because definitions of grammatical categories are based on conceptual-semantic criteria. This paper is a contribution to this long-term discussion, and following Langacker (2005), it will give some additional arguments to support the claim that, contrary to the critical voices, grammar has a central role in the Cognitive Grammar framework, but its nature is different. In other words, the reason why the grammatical (syntactic) level of representation should not be considered a separate level is not because grammar does not exist, but because grammar is ontologically different from the semantic and phonological level, i.e. grammar is a result of their relationship.

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Kognitivni aspekti terminološke varijacije

Početci terminologije kao samostalne discipline predstavljeni u općoj teoriji terminologije usmjereni su izrazito preskriptivistički prema postizanju jednoznačnosti pojma i naziva, dosljednosti u uporabi jednoga naziva u različitim kontekstima te izbjegavanju figurativnoga izražavanja kako bi se postigla nedvosmislena stručna komunikacija. Recentni deskriptivistički terminološki pristupi obradi posebnoga jezika pokazuju da takva statičnost ne zadovoljava sve komunikacijske zahtjeve određene strukovne domene. Značajan teorijski iskorak u terminološkim istraživanjima vidljiv je u radovima koji slijede principe kognitivne lingvistike te terminološku varijaciju objašnjavaju interakcijom jezika sa stvarnim svijetom i aktiviranjem onih aspekata pojma važnih za određeni kontekst. Višedimenzionalnost pojma očituje u različitim leksičkim oblicima naziva (varijantama) koji ga imenuju (Freixa 2006). Brojnim se istraživanjima koja su se bavila proučavanjem terminološke varijacije te njezine motivacije zaključilo kako je ta dinamičnost u imenovanju pojmova motivirana kognitivnim i komunikacijskim faktorima (Fernández-Silva 2016) te je usko vezana sa znanjem o tom istom pojmu odnosno načinom konstruiranja i prenošenja znanja (Pecman 2014). Istraživanja terminološke varijacije unutar jednoga teksta ili žanra pokazala su da učestalost pojavljivanja stručnih naziva i dosljednost u njihovoj uporabi opada što je tekst manje stručan, dok upotreba pojmovnih i terminoloških varijacija raste, a da unutartekstna terminološka varijacija nije uvijek u svrhu stilističkog oblikovanja teksta, nego ima kognitivnu i retoričku funkciju. Prihvaćanje terminološke varijacije kao odraza raznolikih kognitivnih aktivnosti izrazito je važan aspekt prijevodnoga procesa (Fernández-Silva, Kerremans 2011). Ovim će se radom istražiti motivacija terminološke varijacije na temelju njezine jezične realizacije u stručnim tekstovima hrvatskoga jezika. Polazi se od hipoteze da je terminološka varijacija uzrokovana višestrukim čimbenicima (kognitivnim faktorima, funkcionalnom raslojenosti jezika, diskurzivnim uzrocima i dr.), te da je ona u strukovnim jezicima često funkcionalna, a ne samo komunikacijska slučajnost. U radu će se teorijski i metodološki oslanjati na suvremene terminološke teorije, prvenstveno na sociokognitivnu teoriju (Temmerman 2000) te terminologiju okvira (Faber 2012) koje u terminološkoj analizi polaze od dinamičnosti pojmovnih struktura i terminološke varijacije te analiziraju naziv u stvarnoj uporabi. Takav će opis hrvatskoga strukovnog jezika potvrditi suvremena shvaćanja posebnoga jezika kao prirodnoga jezika te će pridonijeti razvoju metodologije terminoloških istraživanja, terminografskome radu te oblikovanju terminoloških priručnika i strukovnih rječnika.

Cognitive aspects of term variation

Traditional prescriptive approach to terminology advocated for monosemy and univocity principle, and the approach which is restricted to the only one possible logical and/or ontological perspective on the world in order to eliminate ambiguity in specialized communication and promote more consistent use of standardized terminology. However, more recent descriptive studies of special language have begun to reveal that the above mentioned recommendations only seem to be straightforward and logical while in practice it is not always so, and that in a specialized discourse many terms have variants due to different communicative contexts of specialized communication and different perceptions of a certain concept. The most significant theoretical swerve was made by the cognitive-based theories of terminology, explaining the term variation to be the result of different perceptions of the world expressing different conceptual content. Multidimensionality of the concept is evident in various naming alternatives (Freixa 2006). Many studies of term variation have shown that the dynamicity underlying the term choice is motivated by communication and cognitive factors. Term variation is by some also seen as a means for better explaining a given concept in the process of construction and transmission of specialized knowledge (Pecman 2014). Furthermore, the research into term variation has revealed that term variation plays a cognitive and rhetorical function within a single text or a discourse. An understanding of the motivation that stands behind the term variation is crucial in the process of scientific and technical translation because it may help translators choose the most appropriate term. This paper explores various types of motivation for term variation in specialized discourse in Croatian language. We explore various causes for variation in terminology (cognitive, functional, discursive, etc.) claiming that variants are not just a matter of coincidence or term instability but play a significant role in scientific discourse. Our theoretical and methodological starting point will rely on recent terminological theories that understand term variation in the wider context of specialized communication and the dynamicity of conceptual structures, and focus on how terms are used in context. Sociocognitive theory (Temmerman 2000) and Frame-based theory (Faber 2012) seem to offer the most comprehensive guidelines in this respect. We believe that this kind of an approach to specialized language will affirm contemporary understanding of a specialized language as a natural language and consequently contribute to the development of terminological research and terminographical work.

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Metafora u medijskom prikazu migrantske krize: kontrastivna analiza

Ovaj rad proučava upotrebu konceptualnih metafora kao sastavnog dijela prikaza migrantske krize u novinskom diskursu polazeći od Lakoffove teorije konceptualne metafore (CMT − Conceptual Metaphor Theory) (Lakoff i Johnson 1980). Teorija konceptualne metafore, kao jedna od najvažnijih teorija u kognitivnoj lingvistici, temelji se na pretpostavci da su jezične strukture odraz kognitivnih procesa u ljudskom mozgu te da su kognitivni procesi strukturirani pomoću koncepata, odnosno da su uglavnom metaforičke prirode. Stoga, prema CMT-u, metafora nije samo figura riječi, nego i kognitivni alat za konceptualizaciju ljudskog iskustva. Konceptualna metafora zasniva se na preslikavanju koncepata na temelju njihovih sličnosti, odnosno na uspostavljanu veze između izvorne domene i ciljane domene (source domain and target domain). Većina konceptualnih metafora ima svoje uporište u biologiji ili se temelji na fizičkom iskustvu te se isti uzorci metafora mogu naći u različitim jezicima. Međutim, različito kulturno okruženje utječe na načine razmišljanja koji se odražavaju u jeziku pa time i u načinu upotrebe metafora (Boers 1999, Kövecses 2002, Stanojević 2013). Cilj ovog rada je proučiti načine konceptualizacije fenomena migrantske krize pomoću metafora u člancima objavljenim u britanskim i talijanskim dnevnim novinama. Kontrastivnom analizom britanskog i talijanskog korpusa nastoje se definirati uopćeni modeli konceptualnih metafora o migrantskoj krizi prisutni u oba jezika, s jedne strane, te kulturni modeli specifični za pojedini jezik, s druge. Pri tome se polazi od pretpostavke da se u različitim jezicima načini konceptualizacije istih fenomena često preklapaju budući da se zasnivaju na iskustvu čovjeka kao društvenog bića, no da mogu i varirati s obzirom na pripadnost različitim kulturama (Boers 1999, Kövecses 2002). U ekscerpiranim korpusima migrantska kriza kao ciljana domena konceptualizira se kroz nekoliko izvornih domena kao što su prirodne pojave, rat, trgovina i kretanje. Analizom načina metaforičke konceptualizacije fenomena migrantske krize nastoji se pridonijeti rekonstrukciji medijskog prikaza, a, posljedično, i poimanja migrantske krize u dvjema različitim kulturama.

Metaphor in media depiction of the migrant crisis: a contrastive analysis

By drawing on the Conceptual Metaphor Theory (CMT) (Lakoff and Johnson 1980), this paper investigates the use of conceptual metaphors in print media discourse about the migrant crisis. The CMT, one of the principal theories of cognitive linguistics, is based on the premises that language structures reflect human cognition and that the human conceptual system is metaphorical in nature. In other words, metaphors construct the world around us. Therefore, the CMT views metaphor as not just a figure of speech, but a dynamic cognitive tool used for the conceptualization of human experience. The knowledge about one concept is mapped onto another concept, thus establishing source domain − target domain relationship. According to the CMT, the source field of most conceptual metaphors is biology and, for the most part, they are grounded in physical experience. Therefore, the same metaphorical pattern could be found in different languages. However, distinct cultural environments shape our perception of the world around us, which is, in turn, reflected in the language and the way we use metaphors (Boers 1999, Kövecses 2002, Stanojević 2013). The aim of this paper is to examine metaphorical conceptualization of the migrant crisis in British and Italian print media. A contrastive analysis of selected newspaper texts attempts to define the models of conceptual metaphors present in both languages, on the one hand, and language-specific models on the other. The starting point of the analysis is the assumption that there is considerable overlap in the way different languages conceptualize the same phenomena, but that there are also variations in the conceptualization due to different cultural environments (Boers 1999, Kövecses 2002). In the corpora studied here the target domain of the migrant crisis is conceptualized via several source domains such as natural phenomena, war, trade, and movement. The metaphorical conceptualisations are examined in order to reconstruct media depiction and the perception of the migrant crisis in two different cultures.

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Značaj stručnog znanja za adekvatno razumijevanje i prevođenje stručnog teksta

U znanosti o prevođenju postoji samo nekoliko zaključaka oko kojih se slažu svi njezini predstavnici. Jedan od njih je činjenica da uspješnost prevođenja ovisi o razumijevanju izvornog teksta. Ono je moguće postići jedino ako postoje određeni preduvjeti. Jedan od najvažnijih svakako je dovoljna osposobljenost prevoditelja koja mu omogućava pravilan pristup zadanom tekstu i ostvarenje cilja na najefikasniji način. Uspjeh procesa nije najčešće samo pitanje poznavanja metoda i tehnika prevođenja, koji su sami po sebi zahtjevni i složeni, već on ovisi i o usvajanju ili savladavanju i drugih potrebnih znanja i vještina. Važno je napomenuti da stručni prevoditelji trebaju trajno održavati i unapređivati stručnu kompetenciju te da trebaju odgovorno pristupati realizaciji svakog prijevoda. Koliko je stručno znanje važno za adekvatno razumijevanje i prevođenje stručnog teksta pokazuju rezultati izvršenog empirijskog istraživanja. U njemu je, radi dobivanja što relevantnijih rezultata, korišteno više metoda - metoda glasnog razmišljanja, snimanje zaslona računala na kojem ispitanici prevode, samoocjenjivanje ispitanika i evaluacija ciljnih tekstova. Ispitivanjem su bili obuhvaćeni prevoditelji koji imaju stručno znanje te prevoditelji bez takvog znanja. Za potrebe istraživanja odabrano je stručno područje muzikologije. Ispitanici su u vremenskom okviru od jednog sata trebali prevesti analizu uvodne sekvencije predigre glazbene drame „Tristan i Izolda" Richarda Wagnera te uz to verbalizirati svoj prijevodni proces. Temeljem protokola glasnog razmišljanja, snimki zaslona računala, evaluacije ciljnih tekstova te upitnika dobiveni su podaci iz kojih je vidljivo koja su rješenja u pojedinoj skupini rezultat predznanja, odabira dobre strategije rješavanja problema, ali i puka slučajnost. Rezultati također pokazuju koliko prevoditelji mogu biti samokritični i koliko su spremni usvajati znanje određene struke koje bi im pomoglo u razumijevanju i adekvatnom prevođenju izvornog teksta. U svakom slučaju, istraživanje je pokazalo da specifično stručno znanje i iskustvo omogućavaju različit pristup prevođenju. Provedeno istraživanje trebalo bi biti doprinos diskusiji o smislenosti specijalizacije prevoditelja za jedno ili više stručnih područja te utjecati na svijest prevoditelja da jedino dovoljno kvalitetan pristup omogućava primjereno razmatranje određenih ideja i donošenja potrebnih odluka koje neće štetiti značenju i vrijednosti izvornog teksta.

Importance of domain-specific knowledge for adequate understanding and translation of specialist texts

In Translation Studies there are only a few conclusions all its representatives agree upon. One of them is that the translation's success depends on the translator's understanding of the source text, which can only be achieved if certain prerequisites are met. One of the most important preconditions is certainly an appropriate translation competence that enables the translator to apply the right approach and to reach their goal in the most efficient way. The success of the entire process does not only depend on the translator's knowledge of methods and techniques, which are complex and demanding by themselves, but also on the acquisition and mastering of other kinds of knowledge and skills. Specialist translators should constantly maintain and improve their domain competence and approach each translation in a highly responsible manner. The importance of domain-specific knowledge for an adequate understanding and translation of a specialist text has been proven by the results of an empirical research. To obtain as accurate results as possible, several methods were applied – think-aloud method, screen recording, self-assessment of the participants and the evaluation of target texts. The research included translators with or without any knowledge in a particular domain, in our case in the field of musicology. The participants had to translate an analysis of the opening of the Prelude to Richard Wagner's "Tristan und Isolde" within an hour and verbalise their translation process. On the basis of think-aloud protocols, screen recordings, evaluation of the target texts and the questionnaires, we obtained data that show which solutions are the result of previous knowledge, the appropriate problem-solving strategy, but also a mere coincidence. The results also reveal the extent of self-reflexion of each translator and their willingness to acquire domain-specific knowledge that would help them understand and adequately translate the source text. The research definitely confirms that domain-specific knowledge and experience provide a different approach to translation. The research might contribute to the discussion about the meaningfulness of translation specialisation. Furthermore, it could influence the translator's awareness that only an adequate approach enables them to consider certain ideas appropriately and to make necessary decisions that will harm neither the meaning nor the value of the source text.

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Korpus umom korisnika (na što treba pripaziti u korpusno utemeljenom istraživanju)

U suvremenim lingvističkim istraživanjima korpus je postao nezaobilazan izvor prikupljanja podataka na svim jezičnim razinama. Izrada korpusnih alata za hrvatski jezik koji ubrzavaju i olakšavaju pretragu slijedi postojeće dosege europske korpusne i računalne lingvistike. Hrvatski jezik pretraživ je na trima računalnim korpusima: na Hrvatskoj jezičnoj riznici Instituta za hrvatski jezik i jezikoslovlje, na Hrvatskome nacionalnom korpusu te na hrWaC-u. O izradi korpusa napisano je više radova (usp. npr. Tadić 2009, Brozović i Ćavar 2010, Ljubešić i Klubička 2014), dok su radovi o upotrebi korpusa s korisničkoga gledišta zasad rijetki. hrWaC i Hrvatski nacionalni korpus izrađeni su u sustavu NoSketch Engine te su tagirani, što omogućuje identifikaciju vrste riječi i morfoloških oblika pa i složenija pretraživanja (primjerice sintaktičkih obrazaca). U konačnici, takva pretraga korisnicima omogućuje individualizirani pristup korpusnim podatcima, no ciljani i dobiveni rezultati često sadržavaju pogreške na svim jezičnim razinama te je statistička interpretacija katkad neprecizna. Izvor odstupanja može biti: 1. korisnik korpusa (korisnik može nepotpuno ili netočno postaviti pretragu: primjerice, neprecizno napisati regularni izraz ili netočno upotrijebiti kratice upotrijebljene u korpusu), 2. tekstovi koji su uzeti u korpus (tekstovi u hrWaCu prikupljeni su s novinskih portala, foruma i mrežnih stranica službenih organizacija, što znači da ima i mnogo razgovornih oblika i nekonvencionalnih načina zapisa koji su problematični u tagiranju, a samim time i u pretrazi korpusa, npr. Citam danas o onoj kokosi iz valjda Duge Rese…), te 3. sam korpus, odnosno način na koji je tagiran (u automatskom tagiranju problem su homografi, npr. u pretrazi imenice orao zbog podudaranja oblika korpus prikazuje i primjere za glagol orati: Naš traktor mirno je orao zemlju...). U tagiranju problem mogu biti za hrvatski jezik neuobičajeni zapisi, pa će, primjerice, u pretrazi riječi sova korpus prikazati i primjer kao McDonald'sova omiljena meta su djeca. U radu će se iz korisničke perspektive prikazati jezične pogreške koje se pojavljuju u primjeni korpusa. Uz navođenje tipskih primjera pogreške će se grupirati prema obilježjima te će se odrediti njihova jezična razina. Namjera je pridonijeti poboljšanju i kvaliteti korpusa čime će se omogućiti pouzdano istraživanje određenoga jezičnog fenomena.

About corpus from user's point of view

In contemporary linguistic analysis the corpus has become an unavoidable source of data collection at all language levels. The development of corpus tools for Croatian language follows the development of European corpus and computer linguistics. Croatian can be searched by using three computer corpora: Croatian Language Repository of the Institute for Croatian language and linguistics, *Hrvatski nacionalni korpus* and hrWaC. The making of these corpora has been described in several works (e.g. Tadić 2009, Brozović and Ćavar 2010, Ljubešić and Klubička 2014), while works on using the corpus from the user's point of view are rare (Matas and Blagus). hrWaC i *Hrvatski nacionalni korpus* are developed in NoSketch Engine and they are tagged, which enables identification of word classes and morphological forms, and more complex searches (such as syntactic structures). Ultimately, such a search enables individualized processing of corpus data. However, required and obtained results often contain errors at all language levels, which can make statistical interpretation questionable. Source of these disparities can be: 1. corpus user (a user may incorrectly set up a search by improperly setting a regular expression or incorrectly using abbreviations applied in a corpus) 2. texts taken in the corpus (texts in hrWaC have been collected from news portals, forums and web pages of legislative organizations, which means that there are many conversational and unconventional forms, which can be problematic in tagging, and thus in corpus search, e.g. *Citam danas o onoj kokosi iz valjda Duge Rese*…); 3. corpus tagging (in automatic tagging the problem are homographs (e.g. in the search for the noun *orao* 'eagle', corpus gives examples for the verb *orati* 'plow': *Naš traktor mirno je orao zemlju*.). In tagging, the problem can cause forms unusual in Croatian, (e.g. in the search for the noun *sova* 'owl', the corpus gave example: *McDonald'sova omiljena meta su djeca*.). This article will show the language mistakes that can be encountered in using the corpus. Based on typical examples, the errors will be grouped according to their language characteristics. The intention is to contribute to the improvement and quality of the corpus, which will enable further reliable research of a particular language phenomenon.

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Baza hrvatskih morfoloških dubleta (DvojBa)

U posljednje je vrijeme istraživanje dvostrukosti prilično zastupljeno u svjetskoj morfologiji (npr. Fehringer 2004, Thornton 2011, Naghzguy-Kohan and Kuteva 2016). Naime, premda u jeziku vrijedi načelo prema kojem postojanje jednoga oblika sprječava pojavu drugoga oblika istoga značenja ili funkcije (npr. Clark 1987, Carstairs-McCarthy 2010), u slavenskim jezicima, pa tako i hrvatskome, nije rijetkost da se na istom mjestu u nekoj paradigmi pojavljuju paraleni oblici (npr. vrtlarom/vrtlarem, naranča/naranči/naranača, mrži/mrskiji, skitam/skićem, varalice/varalico itd.). Odnedavno je objavljeno nekoliko radova koji se bave tom pojavom u hrvatskome (npr. Lečić 2015, Bošnjak Botica i Hržica 2016, Lečić 2016), ali je s obzirom na brojnost leksema i raznolikost zahvaćenih kategorija to tek malen dio onoga što se ima istražiti. Budući da jezična vrela koja se obično rabe u jezikoslovnim istraživanjima (npr. korpusi) ne omogućuju lak dohvat takvih podataka, alat razvijen u tu svrhu mogao bi dobro doći ne samo jezikoslovcima i stručnjacima nego i ostalim jezičnim korisnicima. Baza koju ćemo predstaviti trebala bi omogućiti lakši pristup morfološkim dubletama u hrvatskome. U njoj će se nalaziti detaljan opis dubletizma u hrvatskome s poveznicama na primjere prikupljene iz jezičnih vrela kao što su dokumenti i korpusi. Svaki leksički unos u bazi sadržavat će podatak o morfološkoj kategoriji u kojoj se dublete pojavljuju, godinu i prostor pojave svakoga paralelnoga oblika. Držimo da će se tek okupljanjem veće građe i sučeljavanjem dijakronijskih i sinkronijskih podataka moći odgovoriti na brojna pitanja koja su u samim temeljima našega razumijevanja jezika, a ponajprije na pitanje je li jezik savršen sustav u kojem su dubletni oblici prolazne pojave prelaska iz jednoga u drugi oblik ili je riječ o sustavu koji je mnogo labavije uređen te su dublete njegov sastavni dio. Usporedbom dijakronijskih i dijatopisjkih podataka mogli bismo doći do odgovora na pitanje koliko je spomenuta pojava u hrvatskome ishod vlastita jezičnoga razvoja, a koliko je potaknuta utjecajem srodnih jezičnih sustava.

Database of Croatian morphological doublets (DvojBa)

The study of doubletism in the world's languages is currently a very fruitful area of research in morphology (Fehringer 2004, Thornton 2011, Naghzguy-Kohan and Kuteva 2016). Despite principles of language economy and synonymy avoidance, which claim that the existence of one form prevents the co-existence of a form with the same grammatical function (e.g. Clark 1987, Carstairs-McCarthy 2010), in Slavonic languages, and Croatian more specifically, two or more parallel forms that realise the same cell in a paradigm abound (e.g. *vrtlar-om/vrtlar-em*, *naranča/naranči/naranača*, *mrži/mrskiji*, *skitam/skićem*, *varalice/varalico* etc.). Some recent pieces of research in Croatian (e.g. Lečić 2015, Bošnjak Botica and Hržica 2016, Lečić 2016) have only managed to scrape the surface of this phenomenon. As language sources usually used in linguistic research (i.e. corpora) do not allow for easy retrieval of such data, a more targeted tool might be of use both to linguists and other experts and to language users. We will be presenting a database that should allow for easier access to morphological doublets in Croatian. The database will consist of a detailed description of doubletism in Croatian with links to specific examples retrieved from language sources such as documents and corpora. 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. 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) shall we be able to answer numerous questions that stand as the basis of our understanding of language, primarily the question whether the language system is a perfect system where doublets constitute only a temporary or a transitional state or it is a more unstable system of which doublets are a component on a pair with other components.

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Le risorse e gli usi metaforici nel linguaggio politico italiano

Il contributo propone uno studio sincronico degli usi metaforici nel linguaggio politico italiano, servendosi di fonti televisive e giornalistiche. Si prendono in esame due quotidiani di diffusione nazionale (Corriere della Sera e la Repubblica) e una trasmissione televisiva (Porta a porta). Si analizzano le metafore "in azione" formatesi come risultato di un discorso fortemente creativo, persuasivo e potente, in grado di interpretare la funzione linguistica e comunicativa del fenomeno metaforico. Attraverso vari campi lessicali che hanno dei tratti universali e rappresentano le nostre conoscenze, si giunge alla codificazione dell'espressione metaforica nel linguaggio politico italiano destinato alla persuasione. L'analisi si focalizzerà, da una parte, sugli ambiti metaforici di stampo tradizionale di cui la politica si è sempre servita e che verranno studiati ricorrendo a metafore sportive, belliche e medico-farmaceutiche e, dall'altra, sul rapporto sempre più stretto tra politica, economia e finanza (per es. AN [Alleanza Nazionale] ha contribuito a un fatturato politico senza precedenti; Maroni contesta Berlusconi come se avesse lanciato una opa [pubblica offerta per l'acquisto delle azioni] del Carroccio). Sebbene molti studiosi, secondo metodologie diverse, si siano occupati del linguaggio politico, puntando sulla crisi della lingua della politica italiana, rivolgendo maggiore atenzione alla semplificazione lessicale dell'italiano e alla ripetitività metaforica, ci troviamo dinanzi a un linguaggio metaforico nuovo che associa la proprietà economica a quella partitico-politica. Dal punto di vista metodologico, l'intenzione è di accostare la teoria lakoffiana e le ricerche retorico-argomentative in un approccio di analisi lessicale, dato che la realizzazione linguistica delle metafore dipende dal livello lessicale dell'utente. C'è da aspettarsi che, nell'attuale linguaggio politico in cui praticamente tutto è consentito e in cui i politici sono portati a impostare il proprio discorso sulle loro credenze e opinioni personali, sui loro sentimenti e perfino sulla propria vita privata, più che sul partito che rappresentano, si apra un ventaglio lessicale ampio di espressioni metaforiche. L'approccio e la teoria, adottati nell'analisi, sono conformi anche al tentativo di esaminare in che modo, nel linguaggio politico italiano, nascono le metafore innovative e come possono essere interpretate correttamente e, dunque, comprese anche da parlanti che appartengono a un'altra comunità linguistica.

Nastanak i upotreba metafora u talijanskom političkom diskursu

Služeći se televizijskim i novinskim materijalima kao izvorima, ovaj se rad bavi sinkronijskim proučavanjem upotrebe metafore u talijanskom političkom diskursu. Korpusne jedinice preuzete su iz dviju talijanskih dnevnih novina (Corriere della Sera i la Repubblica) te iz jedne tv emisije (Porta a porta). Analiziraju se „djelatne" metafore proizašle iz naglašeno kreativnog, sugestivnog i moćnog govora političara, usmjeravajući pozornost na tumačenje jezične i komunikacijske funkcije fenomena metaforičkog izričaja. Istražujući različita leksička polja koja imaju univerzalne značajke i predstavljaju uobičajene ljudske spoznaje, dolazi se do kodifikacije metaforičkog izraza u talijanskom političkom diskursu u svrhu uvjeravanja. Analiza će obuhvatiti metafore koje najčešće pripadaju semantičkom polju sporta, rata i medicine, te će osvijetliti sve bliži odnos politike i gospodarstva. (npr. Stranka AN je pridonijela političkoj zaradi bez premca; Maroni predbacuje Berlusconiju kao da je objavio javnu ponudu za kupnju dionica Carroccia). Premda su se mnogi lingvisti, slijedeći različite metode, bavili obilježjima talijanskog političkog diskursa, usmjeravajući pozornost na sve naglašenije leksičko pojednostavljanje, ali i metaforičko ponavljanje, u jeziku današnjih političara javlja se novi metaforički izričaj koji povezuje gospodarstvo sa stranačko-političkom pripadnošću. S metodološkog je stajališta namjera bila približiti kako Lakoffljeve postulate tako i retoričko-argumentativna istraživanja, uvažavajući pritom leksički pristup te imajući u vidu da jezična realizacija metafore ovisi o leksičkoj razini korisnika. U današnjem političkom diskursu gotovo je sve dopušteno i u njemu političari vlastiti način izražavanja ne temelje na osobitostima izričaja karakterističnim za svoju stranku, već su ga skloni temeljiti na vlastitim uvjerenjima i osobnim stavovima, na svojim osjećajima, pa čak i na iskustvima iz privatnoga života. Očekivano je da će se u takvom diskursu otvoriti lepeza bogata metaforičkim izrazima. Imajući na umu da uspješnost neke metafore ovisi o njezinoj funkciji i kontekstu u kojem se koristi, pristup i teorija primijenjeni u analizi u skladu su s nastojanjem da se istraži na koji način, osobito u talijanskom političkom diskursu, nastaju inovativne metafore te kako se mogu ispravno protumačiti, odnosno kako i u kojoj mjeri ih mogu shvatiti i oni govornici koji pripadaju nekoj drugoj jezičnoj zajednici.

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Sociolingvistički status hrvatskoga jezika u Dalmaciji u drugoj polovici 19. stoljeća i početkom 20. stoljeća

Druga polovica 19. stoljeća te početak 20. stoljeća period je obilježen smjenama različitih jezičnih koncepcija koje svojim utjecajem usmjeravaju proces standardizacije hrvatskoga književnog jezika. Dalmacija je, politički i kulturno odvojena od ostatka Hrvatske, stoljećima bila na udaru različitih jezičnopolitičkih utjecaja kao posljedice pripadnosti različitim političkim zajednicama. Pripadnost Austro-Ugarskoj Monarhiji te višestoljetna usmjerenost Italiji onemogućili su službenu uporabu hrvatskoga jezika te nametnuli primat talijanskog te kasnije i njemačkog jezika u službenoj korespondenciji. U ovome će se izlaganju analizirati i rekonstruirati standardizacijski procesi te prikazati status hrvatskoga jezika kao službenog jezika u navedenom vremenskom odsječku u Kraljevini Dalmaciji. Analiza će se izvršiti na dvjema razinama: sociološko-političkoj, koja uključuje pitanje naziva hrvatskoga jezika, društveni i politički status hrvatskoga jezika u Dalmaciji, odnos politike prema narodnim jezicima kao i reakcije javnosti na jezičnu politiku. Također, slijedeći teorijska istraživanja problematike jezičnoga planiranja (C. A. Ferguson 1996, Haugen 1966), ovo će izlaganje uključiti i lingvističku analizu, odnosno analizu standardizacijskih procesa u tom periodu posebice u kategorijama kodifikacije i implementacije norme (Haugen 1966). Kreće se od pretpostavke da će hrvatski jezik usprkos Hrvatsko-ugarskoj nagodbi po kojoj već od 1868. godine postaje službenim jezikom, ne pronalazi svoje mjesto u službenoj i javnoj uporabi. Razloge tomu pronalazimo u pritiscima inozemnih vlada, nedostatku javih službenika obrazovanih na materinjem jeziku, ali i nedosljednosti jezične norme. Također, pokušat će se odgovoriti na pitanje je li i neujednačenost norme utjecala na status hrvatskoga jezika u Dalmaciji. Cilj je ovoga izlaganja ukazati na specifičnosti statusa hrvatskoga jezika u Dalmaciji u drugoj polovici 19. i početkom 20. stoljeća, ukazati na sličnosti i razlike toga statusa s jezičnom situacijom u ostatku Hrvatske te prikazati standardizacijske procese koje je hrvatski jezik u tom periodu prošao. Istraživanje će pokazati da je hrvatski jezik u Dalmaciji, usprkos afirmativnim zakonodavnim odlukama u praksi bio marginaliziran. Ipak, potvrđuje se da takvo stanje ne zaustavlja standardizacijske procese te se slijedeći normativne tendencije ostatka Hrvatske, afirmira i u Dalmaciji. U izlaganju će se također dati prijedlog za periodizaciju razvoja hrvatskoga jezika u drugoj polovici 19. stoljeća u Dalmaciji kojim se taj period dijeli na tri zasebna vremenska odsječka.

Sociolinguistic status of the Croatian language in Dalmatia in the second half of the 19th century and the beginning of the 20th century

The second half of the 19th century and the beginning of the 20th century were marked by shifts of different linguistic concepts which influenced and directed the process of standardization of the Croatian literary language. Dalmatia, politically and culturally separated from the rest of Croatia, has been struck by various linguistic and political influences for centuries as a result of affiliation to various political communities. The affiliation to the Austro-Hungarian Monarchy and multi-year orientation to Italy disabled the official use of the Croatian language and imposed the primacy of Italian and afterwards German in the official correspondence. In this paper the standardization processes will be analyzed and reconstructed and the status of the Croatian language as the official language in the given time frame in the Kingdom of Dalmatia will be explained. The analysis will be conducted on two levels: socio-political, which includes the question of the name of the Croatian language, the social and political status of the Croatian language in Dalmatia, the relation of politics to the national languages and the reaction of the public to linguistic politics. Also, in accordance with theoretical cognitions on linguistic planning issues (Ferguson 1996, Haugen 1966), this presentation will include linguistic analysis, more precisely analysis of standardization processes during that period, especially in the codification and implementation categories (Haugen 1966). This research is based on the assumption that Croatian, in spite of the Croatian-Hungarian settlement that defines Croatian as official language since 1868, does not find its place in official and public use. The reasons for this are to be found in the pressures of foreign governments, the lack of public officials educated in their mother tongue, but also the inconsistencies of language standards. We will also try to answer the question whether the non-uniformity of the norm influenced the status of the Croatian language in Dalmatia. The aim of this presentation is to point out the particularities of the Croatian language status in Dalmatia in the second half of the 19th and the beginning of the 20th century and to indicate the similarities and differences of the described process with the related process in the rest of the country. The research will show that the Croatian language in Dalmatia, despite affirmative legislative decisions, was marginalized in practice. Nevertheless, it has been confirmed that such state did not prevent the standardization process and by following the normative tendencies of the rest of Croatia, it was affirmed also in Dalmatia. The presentation will also provide a suggestion for the periodization of the development of the Croatian language in the second half of the 19th century in Dalmatia, according to which that period is composed of three separate time sections.

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Neke jezične i paleografske osobitosti djela *Obsidio ladrensis*

Obsidio ladrensis, svjedočanstvo anonimnog autora o mletačkoj opsadi Zadra 1345./1346. godine napisano nepoznatom naručitelju, smatra se jednim od najvrjednijih pripovjednih izvora za poznavanje hrvatske povijesti XIV. stoljeća (Klaić, Budak), kao i jednim od malobrojnih, ali kvalitetnih djela našeg predrenesansnog razdoblja (Budak). U dosadašnjem je radu korišteno kao povijesni i jezični izvor, a posebna pozornost se posvećivala pitanju autorstva. Iako se vjerovalo da je mogući autor zadarski nadbiskup Nikola Matafar, jezična analiza Opsade Zadra i usporedba s onim radovima za koje znamo da ih je napisao Matafar su pokazali da za takvo mišljenje nema čvrstih filoloških dokaza (Perić). Anonimi autor u djelo unosi izvorni materijal: pisma kralja Ludovika, venecijanskog dužda, govore poslanstava, tekstove pregovora s mletačkim kapetanima, a daje nam i detaljnu sliku života u opsjednutom gradu. Ne znamo tko, za koga, kad i gdje je napisao ovaj zanimljiv i zagonetan tekst, koji za današnjeg čitatelja obiluje sadržajnim, strukturnim i jezičnim nejasnoćama, koje ukazuju na teme koje je potrebno istražiti i probleme koje je potrebno riješiti, kao bi se omogućilo njegovo bolje razumijevanje. Nabliži predpostavljenom arhetipu je zagrebački rukopis, koji se čuva u arhivu HAZU. U ovom ću radu, na temelju jezične i paleografske analize, istražiti koliko je prepisivača sudjelovalo u nastanku zagrebačkog rukopisa, redoslijed i način na koji su ga prepisivali, te ću pokušati odgovoriti na pitanje potječu li svi dijelovi teksta iz istog razdoblja ili postoji mogućnost njihovog naknadnog umetanja. Usporedit ću autorovo i naše razumijevanje iznesenog sadržaja. Analizirat ću politički diskurs i jezičnu manipulaciju. Rezultati ovog rada mogli bi pridonijeti boljem razumijevanju uloge i značaja teksta u XIV. stoljeću i njegovog utjecaja na današnji tekst.

Some lingual and paleographic particularities of the work *Obsidio ladrensis*

Obsidio ladrensis, the testimony by an anonymous author about the Venetian siege of Zadar 1345/1346, written for an unknown purchaser, is considered to be one of the most valuable narrative sources for the knowledge of the 14th century Croatian history (Klaić, Budak), also as one of the rare, but quality works of our pre-Renaissance period (Budak). In the previous work it was used as historical and lingual source, and special attention was dedicated to the question of authorship. Although it was believed that the possible author might be the archbishop Nikola Matafar, the lingual analysis of *Obsidio ladrensis* and the comparison with works for which we know that Matafar wrote them showed that there are no strong philological proofs for such an opinion (Perić). The anonymous author introduces the following sources to his work: king Ludovic's letters, the Doge of Venice, the speeches of delegations, the texts of negotiations with Venetian captains, and he also gives us a detailed image of life in a besieged city. We do not know, whom for, when and where this interesting and misterious text was written, which for the present-day reader abounds in structural, lingual and in vague aspect of content, that point out topics that should be investigated and problems that should be resolved, that would make the better understanding of the text possible. The document that is the closest to be compared with the assumed archetype is the manuscript from Zagreb, kept in HAZU archives. In this work I will, based on the lingual and paleographical analysis, investigate how many copyists were participating in the occurence of the manuscript from Zagreb, the chronology and the way how it was copied, and I am going to try to answer the question if all the parts of the text are dating back to that period or is there any possibility that they have been inserted afterwards. I will compare the author's and our understanding of the exposed content and I will analyse the political discourse and the lingual manipulation. The result of this work could contribute to a better understanding of the role and importance of the text in the 14th century and its influence on the actual text.

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Transfer effects in the acquisition of basic spatial prepositions in L2 English

The paper investigates the role of crosslinguistic influence in the acquisition of three basic spatial prepositions in, on and at by Macedonian learners of English at A1, A2 and B1 levels. In recognizing the role of developmental factors this paper maintains that transfer factors have to be considered in the explanation of preposition use in L2 interlanguage. The investigation is based on data obtained from the Macedonian English Learner Corpus. The author examines the distribution of these prepositions in the writings of learners at each level, which includes classification, quantification and interpretation of preposition misuses. The data-driven error analysis of the corpus examples confirms the posited hypotheses: that errors decline with increasing proficiency, and that the errors at lower levels are mostly due to transfer from L1. Three conclusions are drawn on the basis of the presented data analysis: (a) Learners establish a direct correlation between the prototypical meaning of an L2 preposition and its translational L1 equivalent due identical profiling or emphasis of a particular aspect in the same spatial relation in two languages. (b) Learners over-generalize the prototype meaning of a preposition for all its uses in L2, which results in attributing functional meaning to the prepositions on and in. These prepositions, unlike at, do not create metonymical extension to the domain of functional location. (c) Learners do not distinguish between motion and stationary relation, i.e. goal and place. Because of absence of directional motion category in L1 prepositions, Macedonian L2 learners are not sufficiently aware of the necessity to code such motion by a specialized L2 preposition to, which specifies the endpoint of a path. The overall conclusion is that learners at lower proficiency levels generalize the prototype meaning of these prepositions for all instances in L2 and do not lexicalize the semantic category of direction under the influence of L1.

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Razlika u varijabilnosti hrvatskih vokala u značenjskim i beznačenjskim riječima: ultrazvučno istraživanje

U radu se ultrazvukom istražuju razlike u lingvalnim karakteristikama hrvatskih vokala između značenjskih i beznačenjskih riječi. Ultrazvuk je zdravstveno siguran, neinvazivan i omogućava prikupljanje velike količine podataka i direktno vizualno promatranje lingvalne artikulacije. U većini ultrazvučnih istraživanja materijal za ultrazvučnu analizu snimljen je većinom na beznačenjskim riječima i rečenicama jer se standardizacijom postupka kontrolira što više faktora. Nakon istraživanja hrvatskih vokala u beznačenjskim riječima (Carović 2014) kojima se pokušalo kontrolirati što više varijabli, nastavak istraživanja je usporedba dobivenih rezultata sa što prirodnijim govorom. Ultrazvučna istraživanja s jednosložnim riječima proveli su i mnogi istraživači (Recasens 1985, Hawkins i Slater 1994, Zharkova i sur. 2009, Zharkova 2013, Bennett i sur. 2017). Scobbie i suradnici (2012) analiziraju vokal /u/, ali prikazuju linije za sve vokale u neutralnom položaju (bilabijali, nosni ili usni, ili /h/) u stvarnim (značenjskim) riječima. U ovome su istraživanju uspoređeni vokali u značenjskim riječima u odnosu na vokale u beznačenjskim da bi se mogao dobiti okvir varijabilnosti hrvatskih vokala za rehabilitaciju atipičnoga govora ili računalnu sintezu govora. Istraživanje je baza koja pruža smjernice za nastavak ultrazvučnoga istraživanja za projekt sa spontanim govorom Koartikulacija u hrvatskom govoru: instrumentalno istraživanje (KROKO): 2017−2021. Za istraživanje je korišten hrvatski ultrazvučni korpus (HULK) snimljen simultano s akustičkim signalom na šestero ispitanika (tri muška i tri ženska). Ispitanici su ponavljali produžene vokale te rečenice s beznačenjskim (KVK, V = a, e, i, o, u) i značenjskim jednosložnim riječima pet puta. I u beznačenjskim i u značenjskim riječima prvi konsonant u riječi je bio jedan od bilabijalnih okluziva (/p/ ili /b/). Podaci su anotirani ručno u programu Ultra-CATS, a zatim obrađeni Excelom. U istraživanju se precizno odredio smještaj vokala u vokalskom trapezu i njihov oblik i položaj jezika. Rad odgovara na pitanja: kakve su artikulacijske karakteristike hrvatskih vokala u značenjskim i beznačenjskim riječima, koliko variraju pojedini vokali unutar jednoga ispitanika, a koliko između različitih ispitanika. Normalizirani podaci i mjere iz ovoga rada mogli bi se upotrijebiti u dijagnostici i rehabilitaciji atipičnoga govora ultrazvučnom metodom, a možda i primijeniti na postojeće opise vokalskoga sustava u teorijskoj fonetici.

Variability differences between Croatian vowels in nonsense and meaningful words: ultrasound study

This paper studies the differences between lingual characteristics of Croatian vowels in nonsense and meaningful words, through the means of ultrasound. The ultrasound is scientifically safe, non-invasive, and it enables the collection of large quantities of data, as well as a direct visual observation of lingual articulation. In most ultrasound studies, the material for ultrasound analysis is mostly recorded in nonsense words and sentences because procedure standardization facilitates the control of as many factors as possible. After studying Croatian vowels in nonsense words (Carović 2014), where as many as possible variables were attempted to be controlled, further research was to compare the results with natural speech. Ultrasound research with one syllable words was discussed in Recasens 1985, Hawkins and Slater 1994; Zharkova *et al.* 2009, Zharkova 2013, Bennett *et al.* 2017). Scobbie *et al.* (2012) analyze vowel /u/, but they present all splines for vowels in a neutral position (bilabial, nasal or oral) in meaningful (real) words. This study compared vowels in meaningful words with vowels in nonsense words in order to obtain the variability framework of Croatian vowels for atypical speech rehabilitation or computer speech synthesis. This research is a base for further investigation of ultrasound research of spontaneous speech in a project Coarticulation in Croatian speech: instrumental investigation (CROCO): 2017−2021. For the purposes of this study, Croatian ultrasound corpus (HULK) was used and it was recorded simultaneously with the acoustic signal on six participants (three male and three female participants). The participants repeated longer vowels and sentences with nonsense (CVC, V=a, e, i, o, u) and meaningful one-syllable words five times. In both nonsense and meaningful words, the first consonant of the word was one of the bilabial stops (/p/ or /b/). Data were manually annotated in the Ultra-CATS programme and then processed in Excel. The study determined precisely the position of vowels in vowel trapezium, as well as their shape and tongue position. The paper gives answers to these questions: what are articulatory characteristics of Croatian vowels in meaningful and nonsense words, how much certain vowels vary in one participant and how much between different participants. Normalized data and measures from this paper could be used in diagnostics and rehabilitation of atypical speech by means of ultrasound, and these might even be applied to the existing descriptions of the vowel system in theoretical phonetics.

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Izražavanje vremena (bes)prijedložnim izrazima u hrvatskome kao inom jeziku

Temporalnost je inherentno svojstvo svake komunikacijske situacije i svakoga teksta, te se uronjenost čovjeka u vrijeme nužno zrcali u svakom jezičnom ostvaraju (Badurina 2013). Vrijeme je (uz prostor) najvažnija temeljna kognitivna domena, no, kako objašnjava V. Evans, problematična je kulturološka uniformnost vremenskih koncepata jer su jezično-kulturološke razlike u konkretizaciji vremenskih koncepata iznimno brojne, a proizlaze iz toga što se vrijeme, a onda i vremenski modeli i temeljne vremenske metafore ne mogu smatrati jednostavnim konceptom (Belaj 2013). Od svih kategorijalnih odnosa vremenski se u jezicima izražavaju na najraznovrsnije načine (Pranjković 2013), te se u učenju inih jezika s tim brojnim sredstvima učenici susreću od samoga početka, što vrijedi i za ovladavanje inojezičnim hrvatskim. U izlaganju će naglasak biti na usvajanju besprijedložnih izraza vremenskoga značenja u akuzativu, genitivu i instrumentalu te prijedložno-padežnih izraza kojima se izražavaju istovremenost, prijevremenost, poslijevremenost, prototemporalnost, intratemporalnost, prostorna temporalnost, direktivna temporalnost, centrumtemporalnost, ekstremalna, socijativna te uzročna temporalnost (ibid.). Dat će se uvid u receptivno i produktivno znanje učenika inojezičnoga hrvatskoga kad je riječ o vremenskim (bes)prijedložnim izrazima te će se pokušati zaključiti koliko su česta odstupanja pri njihovu korištenju posljedica s jedne strane jezičnog prijenosa iz materinskoga ili nekoga od stranih jezika (npr. engleskoga), a s druge strane različitih kognitivnih predodžbi o značenju prijedloga. Za potrebe istraživanja ispitanici će popunjavati upitnik u kojem će navoditi sva značenja (primarno prostornih) prijedloga koji se pojavljuju i u vremenskim izrazima. Potom će prijedlozima dopunjavati rečenice s vremenskim izrazima argumentirajući pritom svoje izbore, dok će u trećem dijelu objašnjavati značenja rečenica s (bes)prijedložnim vremenskim izrazima. U četvrtom dijelu upitnika ispitanici će shematskim (vizualnim) prikazima situacija pridruživati prijedlog koji ih najbolje opisuje. Na ovaj će se način pokušati steći uvid u njihovo kognitivno procesiranje značenja prijedloga u vremenskim izrazima s ciljem razrade eventualnoga kognitivnog pristupa njihovu poučavanju. Istraživanje će se provoditi na razinama od B1 do C1 učenja hrvatskoga kako bi se pokušalo zaključiti koliko razina poznavanja jezika utječe na točnost pri uporabi i prepoznavanju značenja vremenskih izraza, a navest će se i što u vezi s kategorijom temporalnosti propisuju okviri, silabi i udžbenici za pojedine razine učenja.

Expressing time with (non-)prepositional expressions in Croatian as L2

Temporality is the inherent characteristic of every communication situation and every text, thus the immersion of humans in time is necessarily mirrored in every language act (Badurina 2013). Time (as well as space) is the most important basic cognitive domain, but, as V. Evans explains, the concept of cultural consistency of time is problematic because linguistic and cultural differences in the concretization of time concepts are extremely numerous and derived from the fact that time, as well as time patterns and fundamental temporal metaphors, can not be considered as a simple concept (Belaj 2013). Among categorical meanings time is expressed in the most varied ways (Pranjković 2013), and from the initial stage of learning foreign language learners, including those learning Croatian as L2, face those numerous means. In this presentation the emphasis will be on the comprehension and acquisition of non-prepositional forms of time in accusative, genitive and instrumental case as well as prepositional-case expressions of simultaneousness, pre-temporality, post-temporality, pro-temporality, intra-temporality, spatial temporality, directive temporality, centre temporality, extreme temporality, societal temporality and causal temporality. An insight into the receptive and productive knowledge of learners of Croatian as L2 will be given and we shall try to explain how often errors are caused by a language transfer from the mother tongue or one of the foreign languages and by different cognitive notions of the meaning of the prepositions, on the other side. For research purposes the participants, learners of Croatian as L2, will fill in a questionnaire in which they will first cite all the meanings of prepositions (with primarily spatial meaning) that also appear in time expressions. After that they will complete the sentences with time phrases, explaining their choices, while in the third part they will need to explain the meaning of sentences with (non-)prepositional time expression. Finally, the participants will have to match a preposition with the best schematic (visual) representation. In this way we will gain insight into their cognitive processing of meanings of prepositions in time expressions, aiming to develop cognitive teaching approach. The research will be conducted at levels B1 to C1 in order to find out how the level of language knowledge affects the accuracy in the use and recognition of the time expressions meanings. It will also be cited what is prescribed in Croatian B1 and Croatian B2 (Frameworks of reference), syllabus and textbooks.

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Personifikacija u multimodalnom reklamnom diskursu

Ovaj će se rad baviti primjerom utjelovljenja kao osnove za razumijevanje multimodalnog reklamnoga diskursa. U istraživanju će se rabiti video materijal razvijen za potrebe reklamne kampanje Coca Cole „Share a Coke", koja je započela u Australiji, odakle se tijekom nekoliko godina proširila na brojne zemlje svijeta. Kampanja je temeljena na imenovanju bočica proizvoda u slobodnoj prodaji uobičajenim osobnim imenima jezika države u kojoj se Coca Cola prodaje. Službeni rezultati o uspješnosti kampanje pokazali su da je prilikom puštanja kampanje te tijekom njezina trajanja značajno porasla prodaja proizvoda. Ovaj će rad pokušati odgovoriti na pitanje zašto je ta kampanja bila toliko uspješna i kako je jezični sadržaj unutar multimodalnoga diskursa same reklame potaknuo konzumente na kupnju. Odnos između multimodalnog reklamnoga diskursa i konzumenta ispitat će se putem teorije o utjelovljenosti uma (Lakoff 1987, Varela *et al.* 1993, Lakoff i Johnson 1999, Gibbs 2005) i putem teorija multimodalnosti reklamnoga diskursa (Kress i Van Leeuwen 2001, Koller 2009). Istraživanje će pokušati objasniti na koji način reklamni diskurs razvijen za potrebe istraživane kampanje rabi personifikaciju za poticanje kupovine Coca Cole. Ovdje se pretpostavlja da imenovane bočice služe kao ekstenzije osobnosti konzumenta te da je utjelovljenost ključna za razumijevanje želje konzumenta za kupnjom i konzumacijom proizvoda. Rad će uzeti u obzir reklamne video spotove koji su se u sklopu kampanje rabili na hrvatskom i engleskom govornom području. Sličnosti i razlike u realizaciji ovog reklamnog diskursa u jednome i drugome jeziku mogle bi ukazati na relativnu univerzalnost utjelovljenja te, još važnije, na primjenjivost teorije utjelovljenoga uma u osmišljanju, razvoju i uporabi reklamnoga diskursa.

Personification in multimodal commercial discourse

This study will deal with the example of embodiment as a basis for the understanding of commercial discourse. It will research video material developed for the "Share a Coke" campaign by Coca Cola, which started in Australia, spreading over time to many other countries in the world. The basis of this campaign are personal names printed on Cola bottles, which differ according to the language of the country in which the product is sold. Official campaign results show a high success rate and rise in Cola sales during the implementation of the campaign. This study will try to show why this campaign was so successful and how the linguistic content within its multimodal output prompted consumers to purchase the product. The relationship between the commercial discourse and the consumer will be studied through the Embodied Mind theory (Lakoff 1987, Varela *et al.* 1993, Lakoff and Johnson 1999, Gibbs 2005) and theories of multimodality in the discourse of commercials (Kress and Van Leeuwen 2001, Koller 2009). The study will try to explain how the discourse of these commercials used personification to encourage product purchases. The hypothesis is that the personalized bottles, along with the specific linguistic content of the commercials, act as extensions of the consumers' personalities, and that Embodiment is the key to understanding the consumer's desire to purchase and consume the product. The study will take into consideration TV commercials used in the Croatian and English-speaking markets. The similarities and differences in the realization of the discourse between these two markets could point to a relative universality of Embodiment, and, more importantly, to the applicability of the Embodied Mind theory for the creation, development, and usage of commercial discourse.

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Dvojezična zajednica: komunikacija na manjinskom ili većinskom jeziku

Pod pojmom komunikacijske kompetencije (Bagarić i Mihaljević Djigunović 2007) podrazumijeva se govornikovo gramatičko znanje o fonologiji, morfologiji i sintaksi jezika koji rabi te njegovo znanje i sposobnost da izričaje toga jezika učini prikladnima s obzirom na način i vrijeme uporabe. Stoga je komunikacijska kompetencija vrlo česta tema, poglavito kada se govori o obrazovanju dvo/višejezičnih govornika. U ovom se prilogu, međutim, ova tema razmatra u odnosu prema govornicima talijanskoga idioma u nekoliko općina zapadne Slavonije (TIZS), koji su svi ujedno i govornici većinskoga hrvatskoga jezika. Dosadašnji rezultati sveobuhvatnoga proučavanja ove italofone enklave pokazali su, između ostaloga, da se razlikuju dvije skupine govornika, pouzdani i nepouzdani govornici (Deželjin 2015a, Deželjin 2015b, Deželjin 2015c, Deželjin 2015d). Svrha je ovoga rada ispitati želju pouzdanih i nepouzdanih govornika TIZS da komuniciraju na samo jednom ili na oba jezika koji im stoje na raspolaganju, a to su lokalni talijanski idiom i većinski hrvatski jezik, kako bi se uočilo koji faktori utječu na motivaciju i njihov izbor jezika. Osim toga, namjera je ispitati kako isti ispitanici procjenjuju svoju komunikacijsku kompetenciju u tim jezicima. Zbog toga su postavljene dvije hipoteze: 1) nepouzdani govornici TIZS-a uglavnom ne žele komunicirati na tom idiomu jer se smatraju nekompetentnima; 2) pouzdani će govornici TIZS-a svoju komunikacijsku kompetenciju, u predloženim situacijama i s ponuđenim sugovornicima, ocijeniti visokom, neovisno o tomu kojim jezikom govore; istodobno, nepouzdani govornici TIZS-a svoju će komunikacijsku kompetenciju ocijeniti nižom ukoliko govore TIZS, nego li kada govore hrvatski. U istraživanju su korišteni prilagođeni upitnici preuzeti od McCroskey i McCroskey 1988 te McCroskey i Richmond 1987. Rezultati dosada analiziranoga materijala pokazuju da na želju za komunikacijom na određenom jezika utječu uglavnom faktori vezani za osobnost govornika i sugovornik. Uz to, auto-percepcija komunikacijske kompetencije ispitanika prilično je nejasna zbog nekih nedosljednosti u odgovorima, što pokazuje neprikladnost primijenjene metode u proučavanju ovih bilingvalnih govornika.

Bilingual community: communication in minority or majority language

Communicative competence (Bagarić and Mihaljević Djigunović 2007) stands for a speaker's grammatical knowledge of phonology, morphology and syntax as well as for a language user's ability in knowing how and when to use utterances appropriately. Therefore, communicative competence is frequently discussed, especially when talking about the education of bi/multilingual speakers. In this paper I will discuss this topic in regard to the speakers of an Italian idiom (L2) spoken in several communities in western Slavonija, who also speak Croatian, a majority language in the area. The so-far obtained research results concerning that Italian enclave have shown that there are reliable and unreliable speakers (Deželjin 2015a, Deželjin 2015b, Deželjin 2015c, Deželjin 2015d). This paper aims to assess the willingness to communicate of those speakers in both languages at their disposal, i.e. in L2 and in local Croatian, or only in one of them, in order to find out what governs the choice of a language of communication. The intention is also to find out how these speakers perceive their own communicative competence. Consequently, two hypotheses have been formulated: 1) the willingness to communicate in the L2 of its unreliable speakers would be low since they consider themselves incompetent; 2) self-perceived communicative competence of reliable speakers will be high either in L2 or in Croatian; on the contrary, self-perceived communicative competence of unreliable speakers will be lower in the L2 than the one in Croatian. In this research I used the adapted version of two questionnaires, one made by McCroskey and McCroskey 1988 and the other made by McCroskey and Richmond 1987. Preliminary results report that willingness to communicate in a certain language depends upon the personality of a speaker and interlocutor. In addition, the self-perception of communicative competence of both types of speakers remains vague because of some inconsistencies in their answers and this indicates that the chosen method was not quite suitable for that bilingual community.

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Um i riječi: istraživanje značenjâ pomorskog engleskog leksika koji se odnosi na osobe na brodu

Provodi se istraživanje među studentima Pomorskoga Odjela Sveučilišta u Dubrovniku (Studij Nautika I. godina upisanima akademske godine 2017./18.) kojime se ispituje razumijevanje pomorskih termina − imenica na engleskom jeziku (sudionika u pomorskom poduhvatu t.j. službenih osoba na brodu). To su: shipmate, captain, sailor, mate, harpooner, mariner, pilot, seaman, commander. Anketa ispituje ove čimbenike: godine učenja engleskoga jezika, udžbenike, dodatne sate učenja, e-učenje i prema tome razumijevanje ponuđenih naziva službenih osoba na brodu. Jezik polazišta je engleski, a ciljni hrvatski jezik. Usvajanje leksika engleskoga jezika za posebne namjene (ESP) nezaobilazni je dio svakog kurikuluma visokog pomorskog učilišta. Kakav je mentalni leksikon pomoraca? (Aitchison 1999). Spoznaje dobivene rezultatima ankete bit će vrijedne nastavnicima pomorskoga engleskog jezika, ali i pomorcima izvornim govornicima hrvatskoga jezika. Razjašnjava se pojam osoba, tj. imenica osoba u standardnome hrvatkom jeziku (Rišner 2014) Visokoškolsko obrazovanje pomoraca u Republici Hrvatskoj danas razlikuje se odonoga prije više dekada. Pristupanje naše zemlje Europskoj Uniji značilo je i prihvaćanje brojnih promjena u obrazovnom sustavu. (Matasović 2016) Ovaj rad nastavlja istraživanje o pomorskome engleskom leksiku (Dragojević 2014) Koristi se Englesko-hrvatski rječnik pomorskoga nazivlja kojeg je ažurirao Boris Pritchard u rujnu 2017. godine. Studenti ga svakodnevno rabe u procesu usvajanja engleskoga leksika. Hoće li im kognitivna lingvistika i njene spoznaje pomoći u tome? (Jackendoff 2016)

Mind and words: research into the meanings of maritime related English nouns denoting persons aboard vessel

The research has been carried out among the students of Maritime Department of The University of Dubrovnik (Nautical Studies, enrolled in academic year 2017/18). The comprehension of maritime-related nouns in English (i.e. those referring to the participants in a common maritime adventure, official servants aboard vessels) has been analysed. The nouns studied have been the following: shipmate, captain, sailor, mate, harpooner, mariner, pilot, seaman, commander. The survey has taken into account the following factors: years in English language studying, manuals used, additional tutorials, optional e-learning and accordingly, the comprehension of the terms referring to the official servants aboard vessel. The source language has been English and target language Croatian. The acquisition of English language vocabulary is an inavoidable part of each curriculum of maritime teaching institutions. What is the mental lexicon of the seafarer? (Aitchison 1999) The insight obtained by the research will be valuable to the English language professors as well as to the seafarers whose mother tongue is Croatian. The notion person, i.e. the noun *osoba* in standard Croatian language is being discussed (Rišner 2014). University level education of seafarers in the Republic of Croatia today is different from the one several decades ago. Being the part of the European Union meant accepting various changes in the system of education. (Matasović 2016) This paper continues the research into Maritime English lexicology (Dragojević 2014.) The English-Croatian Maritime Dictionary by Boris Pritchard has been used. (Pritchard 2017.) Students daily consult it in the process of acquisition of new vocabulary. Will cognitive linguistics and its ideas help them? (Jackendoff 2016.)

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Integrating ELF into ELT: comparative insights from Croatia and Finland

English language teaching (ELT) in non-native contexts has been largely underpinned by the native-speaker (NS) ideal. The nativisation of English world-wide and the English as a lingua franca (ELF) movement and research call for a change in the conceptualisation of the content, process and goals of ELT (cf. Authors forthcoming; Cogo and Pitzl 2016). In other words, as ELF "will increasingly derive its norms of correctness and appropriacy from its own usage rather than that of the UK or the US" (Seidlhofer 2001: 15), it is fair to presume that language learners will have somewhat different expectations of their English classes and that English language education policies will require constant rethinking. The aims of the present study were to enquire into secondary-school student perceptions of the current state of ELT in their respective educational environments, and to investigate their attitudes and suggestions regarding the integration of ELF into ELT. The study adopts a comparative approach to two educational contexts, the current state of ELT and its potential future outlook. The participants in the study were 174 secondary-school students: 96 from Tampere, Finland, and 78 from Rijeka, Croatia. The data were collected by means of a questionnaire administered in class. The findings show that although Finnish students to a lesser extent wish for changes in their English classes, both groups of students hold that too much focus on NS grammar and pronunciation diverts attention from the development of communicative skills, students' familiarisation with English language diversity and their preparedness for interaction in English with interlocutors from various lingua-cultural backgrounds. Nevertheless, the majority of students hold that English classes should be based on standard NS norms and that the ultimate goal of ELT should be the achievement of native-like competence. In order to tackle this complex issue, teachers, along with teacher trainers and policy-makers, would need to carefully balance between corrective feedback and laissez-faire policy, as well as between following guidelines and exercising freedom in tailoring English classes.

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Pre-service teachers' self-efficacy beliefs

Perceived self-efficacy, according to Bandura (1997), indicates beliefs an individual has in their abilities to perform actions needed to attain certain goals. Self-efficacy puts a focus on self-perception, or what one believes one can do, rather than actual competence, or what one can do (Tschannen-Moran, Woolfolk, Hoy, 1998). Under or overestimation of one's abilities can lead to different outcomes in terms of actions we take and effort we put in to achieving our objectives. There are four sources of efficacy expectations: mastery experiences, physiological and emotional states, vicarious experiences and social persuasion (Bandura 1986, 1997). Teacher efficacy is an interesting and often neglected facet of self-efficacy. Ashton (1982) defines it as teacher's belief in his ability to positively affect the learner's learning process. It is context-bound, meaning that teachers gauge what will be required of them in the foreseen teaching situation. Dörnyei and Ushioda (2011) subdivide this concept into teaching efficacy and personal efficacy. While the first term implies the teacher's belief about the likelihood of generating student learning, the second mentions how teachers evaluate their own efficacy as educators. This study aims to investigate the changes in self-efficacy beliefs of pre-service teachers of English by using the Teacher Efficacy Scale (TES) by Tschannen-Moran, Woolfolk and Hoy (2001) and Foreign Language Teacher Efficacy Scale (FLTES) by Swanson (2010). The sample included pre-service teacher candidates (n=37) who were taking their practicum course in their final year of study. A survey addressing their personal and teaching efficacy was administered at the beginning of the semester. The results showed moderate levels of teacher efficacy on Factors A and C, with slightly higher levels on Factor B of the TES. Additionally, moderate levels were noted on Factor D and high moderate levels on Factor E of the FLTES. A follow-up survey will be conducted in May once students have completed their independent teaching lessons in order to observe changes in their self-efficacy beliefs. It is presumed that student teacher efficacy beliefs will change once they experience 'real-life' teaching.

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„To je meni presmiješno!" ili o uporabi ekscesiva u ulozi elativa

Izričaj kojim započinje naslov ovoga sažetka, kao i slični izričaji, u zadnje se vrijeme često mogu čuti među govornicima hrvatskoga jezika te drugih jezika u regiji (slovenskoga, bosanskoga, srpskoga). Međutim, pojava nije ograničena samo na govorni jezik već je primjetna i u tisku (naročito elektoničkome). Radi se o inovativnoj uporabi pridjeva koji su po svojemu obliku ekscesivi (tvorenice s prefiksom pre-), ali obnašaju funkciju elativa (apsolutnoga superlativa). Čini se da ovu pojavu nitko još nije sustavno istraživao iako je na hrvatskome jeziku zadnjih godina objavljen priličan broj radova o kategoriji pridjeva (npr. Znika 2002, Starčević 2006, Marković, I. 2007 i 2010, Marković, B. 2011). Međutim, kada je riječ o elativu, većina je autora svoju pozornost usmjerila na reduplicirane sintagme tipa gol golcat. Pišući o govoru mladih i slengu u bugarskome jeziku, Tsonev (2015) istražuje pojavu elativa kao četvrtoga stupnja komparacije pridjeva. Takav se elativ tvori na tri načina: modifikacijom pridjeva prilogom (npr. *zverski*, *bezumno*, *strašno*, *nečoveško* itd.), reduplikacijom i prefiksacijom gdje je jedan od prefiksa upravo pre- (uz mega-, super-, ultra-, hiper-, arhi- itd.). Rad će analizirati za predmetnu pojavu dva svojstvena momenta: sematičku ekstenziju ekscesiva postojećih tvorenica (npr. *predobro*, *prejako*), kao i novi uzlet produktivnosti prefiksa pre- na koji ukazuje uporaba tvorenica nastalih od pridjeva koji se ranije nisu pojavljivali s rečenim prefiksom pre- (npr. *prebitno*, *prefino*, *preludo*, *prezgodno*). Budući da se neke od karakterističnih tvorenica pojavljuju i u slovenskome i u srpskome jeziku (npr. *prestrašno*, *presmešno*) te uzimajući u obzir i primjere iz bugarskoga čini se da je ova pojava prisutna na cijelom južnoslavenskome govornom području. Cilj je rada detaljno objasniti tu pojavu koristeći postavke kognitivne gramatike te istražiti njenu raširenost uporabom metoda korpusne lingvistike. Istraživanje će se provesti na korpusima mrežnih tekstova hrvatskoga, bosanskoga, srpskoga i slovenskoga jezika (Natural Language Processing group: http://nlp.ffzg.hr/resources/corpora/), a konzultirat će se i drugi dostupni korpusi (npr. Hrvatski jezični korpus, Hrvatski nacionalni korpus).

"That's hilarious!" or on using excessives in the role of elatives

The utterance contained in this summary's title, and similar utterances, are lately often heard among the speakers of Croatian, as well as among the speakers of other languages in the region (Slovene, Bosnian, Serbian). However, the phenomenon is not limited to the spoken language, but it is also salient in the press (especially the electronic editions). The phenomenon concerns the innovative use of adjectives which have the form of excessives (derivatives prefixed by *pre*-), but function as elatives (absolute superlatives). It appears that this phenomenon was not previously studied although there is a number of works on adjectives published in Croatian in recent years (e.g. Znika 2002, Starčević 2006, Marković, I. 2007, 2010, Marković, B. 2011). However, when researching elatives, most of the authors have focused on reduplicative phrases like *gol golcat*. Tsonev (2015) writes about the Bulgarian youth speech and their use of slang, and explains the emergence of elative as the fourth degree in comparison of adjectives. Such elatives are expressed in three different ways: adjectives premodified by adverbs (e.g. *zverski*, *bezumno*, *strašno*, *nečoveško*, etc.), reduplication of adjectives, and prefixation by the very prefixs *pre*- (other prefixes being *mega*-, *super*-, *ultra*-, *hiper*-, *arhi*-, etc.). In this paper, two specific points of the phenomenon will be analysed: the semantic extension of existing elatives (e.g. *predobro*, *prejako*), as well as the new surge of productivity of the prefix pre- which is indicated by the appearance of new derivatives that did not appear earlier with this prefix (e.g. *prebitno*, *prefino*, *preludo*, *prezgodno*). Since some of the characteristic derivatives also appear in the Slovene and Serbian languages (e.g. *prestrašno*, *presmešno*), and having in mind Bulgarian examples, it seems that the phenomenon is present throughout South-Slavic area. The aim of the paper is to give a detailed account of the phenomenon by using principles of cognitive grammar, and to look into the extent of its distribution by using methods of corpora linguistics. The research will be conducted on the web corpora of Croatian, Bosnian, Serbian and Slovene (Natural Language Processing group: http://nlp.ffzg.hr/resources/corpora/). Other relevant corpora will be consulted (e.g. Croatian Language Corpus, Croatian National Corpus).

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Cognitive factors in speech production and perception: the case of phonetic convergence

Phonetic convergence (accommodation, alignment or entrainment) is a phenomenon whereby interlocutors become more similar to each other's speech within a dialog. There are two explanations: (1) the Communication Accommodation Theory (Giles 2016), based on the need of speakers to express their attitudes, and (2) Pickering and Garrod's (2009) mechanistic model based on the idea of a speech production-perception loop that automatically leads to convergence. Convergence is thus attributed to two factors which models need to integrate: (1) social processes influenced by speakers' intentions, goals and knowledge and (2) psycholinguistic processes linking perception and production. Usage-based approaches have been applied increasingly in models of phonetic and linguistic variability and speech dynamics. Exemplar theory (ET) describes representation and organization of linguistic knowledge on the one hand and the operational aspects of their processing on the other (cf. Johnson 1997, Goldinger 1998, Pierrehumbert 2001). We present a hybrid ET-based model of convergence which takes into account social factors as well as individual differences of the speakers' linguistic experiences, psychological aspects and also their cognitive processing skills. The mechanistic explanation requires that listeners perceive fine phonetic detail in order to be able to adapt to it. Different degrees/patterns of convergence may be attributed to individual differences, e.g. in listeners' attention to phonetic form or linguistic meaning. Scharenborg *et al.* (2015), for instance, suggested that more efficient attention switch control allowed listeners to focus more on relevant sound properties than on misleading lexical information. Our computational model is based on data from our two large databases of German spontaneous dialogs (GECO 1 and 2, Schweitzer and Lewandowski 2013, Schweitzer *et al.* 2015) with high-quality speech recordings accompanied by personality and cognitive data for all participants. The model assumes an ET-based speech production-perception loop shaping new productions on a collection of previously encountered speech items stored in memory. Taking into account recency, exemplars just heard from an interlocutor may serve as or influence one's own productions. This, however, may be enhanced or hampered by a person's personality trait combination and their respective attention skills.

<div align="center">∗∗∗</div>

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Prikaz baze psiholingvističkih parametara riječi u hrvatskom jeziku

Dosadašnja psiholingvistička i neurolingvistička istraživanja pokazala su da različite leksičke varijable u znatnoj mjeri utječu na točnost i brzinu kojima se riječi u upotrebi (prepoznavanju ili proizvodnji) prizivaju iz pamćenja, imenuju i klasificiraju. Empirijski prikupljeni podaci predstavljaju s jedne strane temelj za psiholingvističke i neurolingvističke teorijske pretpostavke, a s druge strane su i osnovni kriterij valorizacije tih pretpostavki. U pripremi materijala za bihevioralna jezična istraživanja te analizi dobivenih rezultata nužno je kontrolirati veliki broj različitih kognitivno i jezično utemeljenih varijabli, stoga je dostupnost normi za subjektivne leksičke varijable u hrvatskom jeziku jedan od neupitnih istraživačkih preduvjeta za sva istraživanja tog tipa. Osnovni je cilj ovog rada prikazati novi resurs za psiho- i neurolingvistička istraživanja − leksičku bazu riječi hrvatskog jezika opisanih s nekoliko temeljnih psiholingvističkih parametara: subjektivnu frekventnost riječi u upotrebi, predočivost, apstraktnost/konkretnost, poznatost, dob usvajanja riječi te asocijacijsku povezanost riječi. Psiholingvističko potpodručje asocijativnih odnosa u mentalnom leksikonu istraživački interes koncentrira na odnos između leksičkih i konceptualnih struktura. Istraživačka pitanja koja problematiziraju psiholingvističke varijable i njihovu ulogu u organizaciji i načelima funkcioniranja mentalnog leksikona mogu se promatrati u kontekstu povezivanja psiholingvistike, teorijski i eksperimentalno, s drugim lingvističkim i nelingvističkim disciplinama (prije svega semantikom i informacijskim znanostima). Iako još u ranim fazama primjene, razni informacijski alati uspješno su implementirani u psiholingvističkim istraživanjima za engleski jezik (AMT, Ibex farm, psiTurk i LingoTurk). U hrvatskom jeziku takva su istraživanja izuzetno rijetka. Ovakva vrsta interdisciplinarnog istraživačkog pristupa temelji se na primjeni informacijskih sustava i alata potpomognutih radom mnoštva koji kao osnovnu pretpostavku ističu sudjelovanje velikog broja korisnika i raznolikost njihovih mišljenja u jezičnim istraživanjima. Pri tome se postavlja pitanje mogu li se i u kojoj mjeri informacijski alati osmišljeni za engleski jezik prilagoditi i unaprijediti za primjenu u psiholingvističkim istraživanjima hrvatskog jezika. U preliminarnom istraživanju za hrvatski jezik bez primjene informacijskih alata testirano je šest parametara na stotinu zdravih ispitanika u dobi od 20 do 30 godina. Ispitanici su procjenjivali riječi putem skalarne procjene na ljestvici od jedan do pet. U daljnjem razvijanju baze, na temelju empirijskih istraživanja i analiza povećavat će se broj ispitanih varijabli i broj ispitanika uz pomoć novih informacijskih alata. Izrada baze psiholingvističkih parametara doprinos je u pružanju pouzdanih podatka na kojima se grade teorije i modeli jezičnog procesiranja, ali i instrumentarij za jezičnu dijagnostiku i rehabilitaciju u kliničkoj praksi.

Introducing the psycholingustic variable database of the words in the Croatian language

Psycholinguistic and neurolinguistic research has shown that various lexical variables have a significant influence on the accuracy and speed-rate of (in both language reception/perception and production) retrieving words from the mental lexicon, using words in naming, and classifying words. Empirically collected data represent, on the one hand, the basis for psycholinguistic and neurolinguistic theoretical assumptions, and on the other hand, are the basic criterion for the valorization of these assumptions. In preparing materials for behavioral linguistic research and the analysis of the obtained results, it is necessary to control a large number of different cognitive and linguistic variables, therefore highlighting the availability of norms for subjective lexical variables in Croatian as one of the crucial research preconditions for conducting all research of this type. The main objective of this paper is to present a new resource for psycholinguistics and neurolinguistic research − the lexical database consisting of the words of the Croatian language described by using several key psycholinguistic parameters: subjective frequency of the words, imageability, abstractness/concreteness, familiarity, age of acquisition of the words, and associative relations of the words. The psycholinguistic subfield of associative relations in the mental lexicon explores the relationship between lexical and conceptual structures. Research questions problematizing psycholinguistic variables and their role in the organization and principles of the functioning of the mental lexicon can be observed in the context of relating psycholinguistics, both theoretically and experimentally, with other linguistic and non-linguistic disciplines (primarily semantics and information sciences). Although still in the early stages of the application, various information tools have been successfully implemented in the psycholinguistic research for the English language (AMT, Ibex farm, psiTurk and LingoTurk). In the Croatian language, such research has been rarely conducted. This type of interdisciplinary research approach is based on implementing information systems and tools supported by crowdsourcing, which as its basic assumption emphasizes the participation of a large number of users and the diversity of their opinion in linguistic research. However, this raises the question of whether and to what extent information tools designed for English can be adapted and improved for use in the psycholinguistic research for the Croatian language. In the preliminary study for the Croatian language, without the use of information tools, six parameters were tested on one hundred healthy subjects at the age of 20 to 30 years. Participants evaluated the words using scalar estimations on a scale of one to five. In the further development of the database, based on empirical research and analysis, the number of variables tested and the number of participants will be increased using new information tools. Creating a database of psycholinguistic parameters contributes to providing reliable data on which theories and models of language processing are developed, as well as tools for language diagnostics and rehabilitation in clinical practice.

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English language instructors' beliefs about the role of L1 in English language development and formal instruction in Croatia: a survey

Current understanding of second/foreign language acquisition processes is based on the position that second/foreign language learners rely and depend on their L1 as well as on all of their language-related experience (e.g. Cook 1997, Herdina and Jessner 2002, Kecskes and Papp 2003, Cummins 2007, de Bot, Lowie and Verspoor 2007, Larsen-Freeman and Cameron 2008, Turnbull and Dailey-O'Cain 2009, Mihaljević-Djigunović 2010, Hall and Cook 2012, Levine 2014, Murphy 2017). The development of knowledge in both L1 and L2 (or several L2s) in one mind is assumed to lead to a unique bilingual or multilingual development. Croatian English language instructors are multilingual speakers with personal experience of this process but their beliefs about cognitive influences on the EFL development of Croatian learners in formal settings, such as the influence of L1, may reflect this fact to various degrees. The research part of the paper shows the results of a study conducted with 455 instructors of English at the primary, secondary and tertiary level of the Croatian education system. The study investigates Croatian instructors' attitude towards the possible benefits of L1 in formal English language instruction and language development. The instrument applied was an online questionnaire and the responses were gathered over a period of six months. The data collected were statistically analysed in order to reveal the participants' attitude towards the role of L1 use in foreign language training. The data were further analysed with respect to a set of variables assumed to have an impact on the participants' beliefs (i.e. participants' age and academic degree, students' language level, urban/rural learning setting). The findings of the study point to a discrepancy in the population with regard to possible contributions of L1 to the development of Croatian learners' competence in English, which is not in line with contemporary ideas in applied linguistics. Finally, reasons for the opposing views are discussed and followed by practical implications of the findings.

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On one-word negation in Romance languages

It is a well-known fact that Negation, Negative Polarity Items, Negative Indefinites and "Free-Choice Items" have given rise to a large amount of literature during the last decades (cf. for a typological survey on negation, cf. among others Bernini and Ramat 1996, Miestamo 2005, etc.). However, the same cannot be said about the status of negative markers such as French *non* 'no!', Italian *no*, Castilian *no*, Catalan *no*, Roumanian *nu*, Portuguese *não*, etc. As is well known, these markers sometimes are referred to as "prosentential" or "holophrastic". In languages like French, sentential negation is expressed with discontinuous *ne… pas…*, while a negative answer is expressed with *non* (< Lat. *nōn*). In many other languages, however, the negative marker used as exponent of "standard negation" or "sentential negation" seems to be homophonous with the marker used as one-word answer to a preceding question. This is the case of Castilian *no*, Catalan *no*, Romanian *nu*, Portuguese *não*, etc. The question thus arises as to whether in languages like Spanish and Romanian, two distinct lexical entries *no*1 and *no*2 / *nu*1 and *nu*2 should be recognized, or whether we should hold that the same linguistic object can be used as "standard negation" or as negative answer. The aim of this contribution is to discuss the status and the nature of these "holophrastic" markers. We shall ask to which extent they obey the phonetic laws of the language and to which extent they escape syntagmatic and paradigmatic relations. We will also question the role and the psycho-genetic status of holophrastic negation in language development.

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Not so special: classifier categories reflect the correlational structure of the world

Many of the world's languages have a class of grammatical devices − called classifiers − that are used to express the number of items in a set. Within these languages, a variety of nouns often share a single classifier, thereby forming a linguistic category of same-classifier nouns. According to the Whorfian hypothesis (also called the Linguistic Relativity Hypothesis), linguistic categories affect cognition. Because Chinese, but not English, has classifier categories, a comparison of Chinese and English speakers provides a perfect opportunity to test the Whorfian effects of linguistic categories. Previous research using explicit measures suggests that Chinese speakers are more aware of similarities among same-classifier objects than different-classifier objects, but that English speakers are not. The purpose of the current study was to determine whether the Whorfian findings of previous research were driven by Chinese speakers' habitual association of nouns to their corresponding classifier categories or by the explicit contexts of the experimental tasks. When the experimental task was made implicit, Chinese and English speakers attended equally to similarities between same-classifier objects. This absence of a cross-linguistic effect on implicit cognitive processing indicates that the effects of classifier categories may be rather modest. Unlike natural categories, which have been shown to affect nonlinguistic thought, linguistic classifier categories only seem to affect cognition when participants are linguistically or strategically encouraged to use their knowledge of classifiers to complete the experimental task. Such results suggest a world-on-thought effect, whereby Chinese and English speakers are equally sensitive to the correlational structure of the world, with classifier categories reflecting that structure.

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Analiza produkcije klastera u testu kategorijske fluentnosti kod pacijenata s prvom epizodom shizofrenije

Shizofrenija je kronična psihička bolest koju karakteriziraju deluzije, halucinacije, afektivni deficiti, katatonija te formalni poremećaj mišljenja. Formalni poremećaj mišljenja očituje se kao nekoherentan govor koji sadrži nejasno povezane asocijacije. Mnogi autori na temelju leksičko-semantičkih testova pretpostavljaju da se specifični simptomi shizofrenije mogu objasniti deficitima u leksičko- semantičkoj obradi. Pacijenti oboljeli od prve epizode shizofrenije također pokazuju slabije rezultate na svim leksičko-semantičkim testovima u usporedbi s kontrolnim skupinama, no nešto bolje u usporedbi s kroničnim pacijentima. Cilj ove studije bio je istražiti deficite u leksičko-semantičkoj obradi kod pacijenata oboljelih od prve epizode shizofrenije te usporediti rezultate ove studije s rezultatima studija s kroničnim pacijentima oboljelih od shizofrenije. U istraživanju je sudjelovalo dvadeset pacijenata Klinike za psihijatriju Vrapče s prvom epizodom shizofrenije i dvadeset kontrolnih ispitanika. U studiji je korišten test kategorijske fluentnosti u kojem su ispitanici trebali nabrajati članove zadane leksičko-semantičke kategorije u jednoj minuti. Pretpostavke su da će pacijenti pokazati kvantitativne i kvalitativne razlike u odgovorima i klasterima u usporedbi s kontrolnom skupinom. Budući da su mnoge studije leksičko semantičke obrade u shizofreniji ukazale na deficite u obradi kategorijskih odnosa, smatra se da su deficiti u leksičko-semantičkoj obradi rezultat promjena u pristupu tom dijelu leksičko-semantičkog sustava ili u samom sustavu. Novije studije kategorijske fluentnosti kvalitativno analiziraju odgovore tražeći nizove odgovora koji se mogu semantički povezati. Smatra se da takvi klasteri odražavaju kognitivne mehanizme pretraživanja mentalnog leksikona te se povezuju s leksičko-semantičkom obradom. U analizi ovog istraživanja kvantitativno je analiziran omjer ispravnih te neispravnih odgovora koje su činili nečlanovi zadane kategorije i perseveracije. Klaster je analiziran kao niz od barem dvaju semantički povezanih pojmova dok se samostalni pojmovi nisu određivali kao klaster. Time je opisan odnos ukupnog broja produciranih pojmova, broja klastera i broja pojmova u klasteru kako bi se utvrdio stupanj deficita u pretraživanju s pomoću mehanizma klastera u usporedbi s kontrolnom skupinom. Dobiveni rezultati analizirani su i interpretirani u skladu s aktualnim psiholingvističkim i kognitivnoneuroznanstvenim teorijama. Procjena specifičnih jezičnih poremećaja leksičko-semantičkog sustava može dati značajan doprinos kliničkoj dijagnostici.

Analysis of cluster production in a category fluency test in first-episode schizophrenia patients

Schizophrenia is a chronic mental illness characterized by delusions, hallucinations, affective deficits, catatonia and formal thought disorder. Formal thought disorder is manifested as incoherent speech containing unclearly related associations. Based on lexical-semantic tasks many authors assume that specific symptoms can be explained by deficits in lexical-semantic processing. In addition, first-episode patients show lower scores than control subjects in all lexical-semantic tasks, but the scores being slightly better than those of chronic patients of schizophrenia. The aim of this study was to examine deficits in lexical-semantic processing in first episode schizophrenia patients, but also to compare the results of this study with the results of studies investigating chronic patients. The study included twenty first-episode schizophrenia patients of the University Psychiatric Hospital Vrapče in Zagreb and a control group of twenty participants. The study included a category fluency test in which participants had the task to list as many members of a given lexical-semantic category as they can in one minute. The hypothesis is that patients will show quantitative and qualitative differences in answers and clusters compared to the control group. Since many studies of lexical-semantic processing in patients of schizophrenia have shown deficits in processing category relations, it is considered that the deficits in lexical-semantic processing are the result of impairment in the access to those parts of the lexical-semantic system or in the system itself. Recent studies provide qualitative analysis of answers by searching for semantically related series of responses. It is believed that such clusters reflect cognitive mechanisms underlying search strategies of the mental lexicon and they are associated with lexical-semantic processing. In the analysis of this study we analyzed quantitatively the ratio of correct and invalid answers which included category non-members and perseverations. Clusters were analyzed as a sequence of at least two semantically related answers while single answers were excluded from the cluster analysis. Thus we described the relationship between the total number of produced concepts, the number of clusters and the numbers of clustered concepts in the interest of determining the degree of impairment in clustering as a search strategy compared to the control group. The obtained results were analysed and interpreted in line with current psycholinguistic and neurocognitive theories. Assessing specific language impairments in the lexical-semantic system can significantly contribute to clinical diagnostics.

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The language of wellness tourism promotion – a linguistic analysis of Slovenian thermal/mineral springs spas website information in English

Wellness tourism is a fast-growing and lucrative sector of tourism industry that has evolved as a result of people's need for feeling well and healthy. The language used in the promotion of services and products provided by different wellness-related businesses is a significant factor which persuades potential customers (wellness tourists) to visit a wellness facility or resort and to purchase these services or products. Individuals can obtain information about a tourist/wellness destination and its services through different promotion channels. Today, the first contact one has with such offer is usually via the Internet, i.e. the information about the offers is found on the websites of wellness services providers. This information is essentially a form of advertising discourse and the language used to convey this information is predominantly persuasive in nature with both emotional and rational appeal. The overall aim of this paper is to report on our analysis of the promotion language on Slovenian thermal/mineral spring spas' websites in English. More specifically, the study focuses on various lexical, syntactic and stylistic features of the texts promoting wellness offer as presented on the websites of these spas. We analyse how this language reflects the concepts of wellness and well-being as well as how it directly and indirectly addresses the readers, i.e. the potential customers (wellness tourists). The analysis is based on a corpus comprising texts about the wellness offer of these spas as found on their websites as well as the texts about the spas from the website of the Slovene Spa Association. The results of our study indicate a variety of lexical, stylistic and syntactic features found in these promotional texts which stem from the differences in the offers of Slovenian thermal/mineral springs spas and which can be classified either as rational advertising or as emotional advertising. The findings in this study provide an understanding how language can be used to address as well as reflect the needs, the wants and the expectations of target customers (wellness tourists).

Jezik promocije wellness turizma − lingvistička analiza informacija o welness ponudi slovenskih termi na engleskom jeziku

Wellness turizam je brzo rastući i unosan sektor turističke industrije koji se razvio zbog želje ljudi da su zdravi i da se dobro osjećaju. Jezik koji se koristi u promociji usluga i proizvoda različitih wellness subjekata značajan je čimbenik koji nagovara potencijalne kupce (wellness turiste) da posjete wellness centar ili odmaralište te da kupuju te usluge ili proizvode. Pojedinci mogu dobiti informacije o turističkoj / wellness destinaciji i njegovim uslugama kroz različite promotivne kanale. Danas je prvi kontakt s takvom ponudom obično putem Interneta, tj. informacije o ponudi nalaze se na web stranicama pružatelja wellness usluga. Ove informacije su u osnovi oblik reklamnog diskurza, a jezik koji se koristi za prenošenje tih informacija pretežno je uvjerljiv u prirodi, i emocionalno i racionalno. Cjelokupni cilj ovoga rada jest izvjestiti o našoj lingvističkoj analizi informacija (promocije) slovenskih prirodnih lječilišta na engleskom jeziku. Točnije, studija se usredotočuje na različite leksičke, sintaktičke i stilske karakteristike tekstova koji promiču wellness ponudu na web stranicama ovih lječilišta. Analiziramo kako ovaj jezik odražava pojmove povezane sa wellnessom te kako se izravno i neizravno obraća na čitatelje, tj. potencijalne kupce (wellness turiste). Analiza se temelji na korpusu koji sadrži tekstove o wellness ponudi ovih lječilišta koji se nalaze na njihovim internetskim stranicama, kao tekstove o tim lječilištima na internetskim stranicama Slovenske spa udruge. Rezultati našeg istraživanja ukazuju na niz leksičkih, stilskih i sintaktičkih obilježja pronađenih u ovim promotivnim tekstovima koji proizlaze iz razlika u ponudi slovenskih prirodnih lječilišta i koji se mogu klasificirati ili kao racionalno oglašavanje ili kao emocionalno oglašavanje. Nalazi u ovoj studiji pružaju razumijevanje kako se jezik može koristiti u svrhe promocije wellness ponude i kako odražava potrebe, želje i očekivanja ciljanih korisnika (wellness turista).

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Grammar space models: considerations around lexicography and mathematics for the visualization and acquisition of grammar

The dictionary, in Schuchardt's words, presents us with no other subject than grammar itself, insofar as it gives us the alphabetic access to its content (1917: 9). Along the same lines, Mel'cuk asserts in his Meaning-Text theory, whose linguistic model aims at a systematic description of natural language, that "a grammar is considered to be nothing more than a set of generalizations over a good dictionary" (1981: 57). The functionality of dictionaries is based on the establishment of an associative structure between a lexical entry and the meaning set forth in the lexicographical article. In the same way as grammar, this relational structure reproduces a representational model of language in a meta-level of knowledge. This paper briefly summarises the fundaments of an ongoing study which aims to broaden the discussion concerning language acquisition on the grounds of Cognitive Grammar, from both lexicographical and mathematical point of view. This project postulates that (i) the associative networks advocated by the CG are represented in the utterance-meaning associative structures of language dictionaries; (ii) these lexicographic networks can be analized by means of clustering and classification techniques as proposed in the Natural Language Processing (NLP) and data mining research; (iii) mathematical results of such analysis may be applied to language dictionaries in the field of Second Language Acquisition. The methodological approach is based on NLP and machine learning, i.e. data mining processes, aiming to compose models revealing unsuspected patterns and relationships in bulky datasets which account for hidden knowledge of qualitative, non-quantitative nature (Hand, Manila and Smyth 2001, Witten, Frank and Hall 2011: 386). The search of this implicit information roots on clustering and classification techniques and algorithmic models (k-means, nearest neighbours, Bayesian classifiers, etc.). The methodological part contemplates, firstly, the application in the lexicographic structures of algorithmic clustering and classification designs, both on the phonetic side in the macrostructure and on the semantic side in the microstructure. This algorithmic modelling is based on equivalence relations and congruent with the relations of similarity that underlie the morphological motivation, phonetic and semantic, exhibited among the lexical units. Secondly, we propose the establishment of a gradient of correspondence (from 0 to 1) between the different clusters of utterances and meanings. In this way, an utterance or its corresponding cluster(s) could show, for example, a degree of correspondence 0.6 with a given meaning or associated cluster, 0.3 with another and 0.1 with a third. And vice versa, a meaning could exhibit correlation coefficients to varying degrees with one or more divergent utterances. This distributional data would enable the construction of a grammar space model in which linguistic phaenomena that are hardly explicable, nevertheless calculable, may be represented as vectors. Such a mathematically defined geometrical space would give mathematical 'visibility' to the latent grammatical relations in a dictionary and provide more precise linguistic analysis and predictions e.g. regarding tendencies in linguistic variation and change, lexicalization, grammaticalization, etc. In the field of Second Language Acquisition, this project proposes an algorithmic modelling of lexicographic structures in order to activate in the dictionary user the grammatical knowledge hiddenly enclosed in the lexicographic utterance-meaning pairings. Such algorithmic modelling represents a meta-structure that regulates and, in turn, influences the access to the mathematically defined object, i.e. the grammar. This cognitive determinant makes itself present in the transition from the conscious and intentional search for utterance-meaning correspondences towards an unconscious visualization or 'in-sight' of the represented grammatical relations. This transposition occurs in actus by means of actualization, in each learner's use of the dictionary, of the operational properties of the algorithmic medium into a language specific code or structure of correspondences between phonetic material and meaning viz. into a particular morpho-syntax or grammatical form (see Assmann 2012: 239). In this sense, the task assigned to this algorithmic model is to optimize the acquisition of this grammatical form by implicitly conveying it into the linguistic (qualitative) knowledge of the user.

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Interpreting expertise and mind: working memory and selective attention in conference interpreter training

This paper deals with my PhD project on working memory (Baddeley and Hitch 1974, Baddeley 2000, Gerver 1975, Padilla 1995) and selective attention (Cowan 2000, Moser-Mercer 2005, Seeber 2011, Timarová 2014) in interpreting. The research questions delve into the cognitive aspects of interpreting and they consider whether working memory and selective attention improve through interpreting exercise over time, which processes improve more than others and how the average students' learning curve looks like. The subjects of the study are students of the two-year long Master's Degree in Interpreting of the Department of Interpreting and Translation of the University of Bologna. There are two study groups including 25 and 21 interpreting students respectively and two control groups, the first composed of 19 and the second of 36 translation students. Six tests aim at measuring working memory and they include five verbal memory tests from the Tests of memory and learning (TOMAL) (Reynolds and Bigler 1994) and an N-Back Task (Jaeggi *et al.* 2010). Furthermore, three tests were used to measure selective attention: a dichotic listening test (Kidd and Humes 2015), a Flanker task (Weaver, Bédarda and McAuliffe 2013) and a Stroop task (Stroop 1935). Students took the same tests at the beginning of their Master's degree, at the end of the first year and, for the first study and control groups, there was a third repetition at the end of their Master's course. Moreover, for the two study groups, data about autonomous interpreting exercise were collected during the course. The results will be compared to identify trends and help assess the average time needed by interpreting trainees to develop their skills. Using an empirical framework, the aim is finding out how working memory and selective attention evolve, to understand which typology of exercises would be more suitable to favour improvement.

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Metafore s ciljnom domenom VRIJEME u engleskome, njemačkome i hrvatskome jeziku

Cilj je ovoga rada odrediti sličnosti i razlike između konceptualnih metafora s ciljnom domenom VRIJEME u engleskome, njemačkome i hrvatskome jeziku. Brojna su se istraživanja bavila metaforom nakon objave Metaphors We Live By (Lakoff i Johnson 1980), a pristupi proučavanju konceptualne metafore različiti su; primjerice, konceptualni, diskurzivni i korpusni. U ovome su istraživanju korišteni British National Corpus, DWDS-Kernkorpus i Hrvatski nacionalni korpus, a analiza metaforičkih obrazaca (Stefanowitsch 2006) provedena je na uzorku od petsto pojavnica ciljne domene VRIJEME za svaki jezik. U sva su tri korpusa tražene pojavnice izraza vrijeme, metaforički su obrasci zatim identificirani i svrstani, njihova učestalost kvantificirana te su uspoređeni rezultati za sva tri jezika. Rezultati za sva tri jezika mogu se svrstati u tri preslikavanja na generičkoj razini, naime VRIJEME JE PROSTOR, VRIJEME JE TVAR i VRIJEME JE NEŠTO ŠTO SE KREĆE. Istraživanje je pokazalo da znatan postotak (46.9% - 57.36%) metaforičkih izraza TIME, ZEIT i VRIJEME spada u skupinu središnjeg preslikavanja VRIJEME JE PROSTOR. Rezultati su podudarni s rezultatima istraživanja koje su proveli Omazić i Schmidt (2011) i pokazuju da je spacijalizacija najproduktivniji način konceptualizacije vremena u sva tri jezika. Kontrastivna analiza (Kövecses 2005) provedena je i na temelju glagola u metaforičkim izrazima. Analiza glagola tako u određenoj mjeri nadopunjuje rezultate analize metaforičkih obrazaca pružajući uvid u određene međujezične razlike; primjerice, u izrazu to spend time vrijeme se konceptualizira pomoću novca, a u izrazima die Zeit verbringen i provoditi vrijeme kao kretanje. Postoje i primjeri u kojima je preslikavanje na generičkoj razini isto, a temeljno značenje glagola različito (put aside time, sich Zeit nehmen).

The TIME metaphors in English, German and Croatian

The aim of this paper is to investigate the similarities and differences between conceptual metaphors with the target domain TIME in English, German and Croatian. Numerous studies have investigated metaphors since Lakoff and Johnson's Metaphors We Live By (1980) was published. There are several approaches to metaphor research, namely conceptual, discourse analytic, and corpus-based. The British National Corpus, the DWDS Core Corpus, and the Croatian National Corpus were used in this study. The metaphorical pattern analysis (Stefanowitsch 2006) was conducted on a sample of five hundred occurrences of the lexeme time, wherein metaphorical patterns were identified and categorized, their frequency of occurrence quantified, and the results for all three languages compared. The results for all three languages can be grouped into three abstract level mappings, namely TIME IS SPACE, TIME IS A SUBSTANCE, and TIME IS SOMETHING MOVING. The study shows that a significant percentage (46.9%-57.36%) of metaphorical expressions TIME, ZEIT, and VRIJEME fall within the mapping TIME IS SPACE. The results are congruent with the results of a study conducted by Omazić and Schmidt (2011) and show that spatialisation is the most productive way of conceptualising time in all three languages. A contrastive analysis (Kövecses 2005) of verbs in metaphorical expressions was carried out as well. The analysis of verbs complements the metaphorical pattern analysis to an extent, because it revealed certain differences; e.g. time is conceptualised as money in the expression 'to spend time', whereas in the expressions *die Zeit verbringen* and *provoditi vrijeme* it is conceptualised in terms of motion. Examples of the same abstract level mapping, but different literal meaning of the verb ('put aside time', *sich Zeit nehmen*) were also identified.

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Odnos govorne disfluentnosti i govornih pogrešaka

U složenom procesu spontane govorne proizvodnje govornici ne uspijevaju uvijek ostvariti idealan izričaj, nego govore s govornim pogreškama i disfluentnostima. Time odašilju dodatne obavijesti o samom procesu govorne proizvodnje ne unoseći nov propozicijski sadržaj u svoj iskaz. Govornim pogreškama smatraju se one pogreške do kojih dolazi zbog nesavršenog djelovanja procesorskih mehanizama tijekom govorne proizvodnje na trima njezinim razinama: konceptualnoj, jezičnoj i izgovornoj, a ne zbog govornikova nepoznavanja jezičnog sustava. Govornim disfluentnostima nazivaju se prekidi govornog tijeka u kojima govornik nastoji dobiti na vremenu kako bi našao rješenje za nastavak izričaja u kojem je došlo do poteškoće. Mogu se postaviti dvije suprostavljene hipoteze o odnosu govornih pogrešaka i disfluentnosti. Prema prvoj hipotezi korelacija ovih čimbenika bit će negativna tj. govornici koji češće koriste disfluentnosti proizvode manje govornih pogrešaka jer "kupuju" dodatno vrijeme kako ne bi ušli u pogrešku. Takve govornike mogli bismo nazvati opreznima. Drugu bi skupinu činili govornici koji "srljaju" i rade više govornih pogrešaka, ali troše manje vremena na disfluentnosti. Prema drugoj je hipotezi korelacija između disfluentnosti i govornih pogrešaka pozitivna, tj. dobri govornici rade i manje pogrešaka i manje disfluentnosti, a loši više i jednih i drugih. Istraživanje je provedeno na uzorku od 40 studenata i studentica koji su u studijskim uvjetima slobodno govorili o predloženim temama po dvije minute. Na taj je način dobiven govorni uzorak u trajanju od 80 minuta. U programu za kompjutorsku analizu govora Praat analizirane su govorne pogreške i izmjerena trajanja pojedinih oblika disfluentnosti te je izračunata osnovna statistika i korelacije između promatranih varijabli. Rezultati su interpretirani u skladu s postojećim modelima govorne proizvodnje (Fromkin 1973, Dell 1986, Shattuck-Hufnagel 1979, Levelt 1989, Erdeljac 2009).

Relation between speech disfluencies and speech errors

In spontaneous speech production speakers do not always generate ideal utterances, thus disfluencies and speech errors can be found in their speech, proving the inner complexity of the speech mechanisms. The disfluencies and speech errors represent additional information about the speech production process but they do not change the propositional content of the utterance. Speech errors are caused by the erroneous activity of the speech production mechanisms in spite of the speaker's knowledge and competence in the language structure. Speech errors can be made on conceptual, language and articulatory levels. Speech disfluencies represent breaks of the speech flow caused by the difficulties in speech production. By means of disfluencies the speaker strives to gain time to overcome the problem and to find the way to continue her/his speech. It is possible to raise two opposing hypotheses about the relationship between disfluencies and speech errors. By the first one the correlation between them will be negative, i.e. the speakers who use disfluencies more often will make less speech errors because they manage to "buy" enough time to plan their utterances and avoid speech errors. These speakers could be characterised as "cautious". The second group comprises speakers who "rush" in their speech and make more speech errors but fewer disfluencies because they spend less time in planning their speech. The second hypothesis claims that the correlation between disfluencies and speech errors is positive, i.e. that the skilful speakers produce fewer speech errors and fewer disfluencies than the unskilful ones, and the opposite. Forty female and male students participated in the present study. They were individually recorded in laboratory conditions speaking about suggested topics for 2 minutes. In this way the 80-minute speech sample was formed. The speech errors were analysed by means of a computer programme for speech analysis Praat and the durations of various kinds of disfluencies were measured. The basic statistics and correlation between the considered variables were calculated. The results are interpreted in the light of the speech production models and theories (Fromkin 1973, Dell 1986, Shattuck-Hufnagel 1979, Levelt 1989, Erdeljac 2009)..

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Hrvatski pripovjedni korpus

Brojna istraživanja ističu važnost pripovjednog diskursa u spoznajama o jezičnom razvoju te u procjeni jezične i komunikacijske kompetencije (primjerice, Schneider i sur. 2006, Botting 2002, Doyl i sur. 1998.). Schneider i sur. (2006) navode da su priče koje djeca pripovijedaju most između govornog i pisanog jezika jer sadrže obilježja pisanog jezika, primjerice, dulje rečenice ili složenije sintaktičke strukture. Uspješnost u pripovijedanju u predškolskom razdoblju pretkazatelj je uspješnosti u čitanju i pisanju kao i akademskog postignuća u školskom razdoblju. No, pripovijedanje je pragmatička vještina. Kao takva potvrđuje se uspješnom u razlikovanju ne samo jezičnih teškoća, već i niza podskupina komunikacijskih teškoća. Unatoč brojnim vrijednostima pripovjednog diskursa njegova primjena u opisu i procjeni dječjeg jezika u Hrvatskoj redovito izostaje, a opravdana je nedoumicama u načinima ispitivanja i interpretiranja, između ostalog, nedostatkom referentnih vrijednosti određenih mjera te različitošću metodologije koja ograničava usporedbu. Zbog svoje ekološke valjanosti, to jest zbog toga što nastaju kao rezultat uzorkovanja jezika u njegovoj prirodnoj okolini (izvan laboratorijskih uvjeta), govorni korpusi pružaju jedinstvene podatke koji otkrivaju temeljne odrednice govornog jezika: čestotnost i zastupljenost riječi i struktura, njihove varijacije te kontekstualne obrasce uporabe (Pusch 2006). Korpus pripovjednog jezika, temeljen na jedinstvenoj i u širem znanstvenom kontekstu prihvaćenoj metodologiji (uvriježen način prikupljanja podataka pomoću slikovnih predložaka rabljenih u velikom broju istraživanja (Priča o žabi − Meyers 1969) i/li razvijenih na temelju višedesetljetnih spoznaja o pripovijedanju − Multilingual Assessment Instrument for Narratives (MAIN) − Gagarina i sur. 2012.) može omogućiti dohvat temeljnih mjera i struktura pripovijedanja (na mikro- i makrorazini) za određenu dob te tako olakšati interpretaciju rezultata individualne procjene. Hrvatski pripovjedni korpus razvit će se tako da se prema načelu otvorenog pristupa motiviraju znanstvenici koji su prikupljali pripovjedne jezične uzorke da te uzorke objedine, uz druge relevantne informacije o govornicima. Objedinjavanjem će se osnažiti znanstvena vrijednost podataka te istovremeno omogućiti bolja iskorištenost resursa. Pripovjedni korpus objavit će se na najvećoj bazi govornog jezika, TalkBanku i to u dijelu CHILDES, namijenjenom uzorcima dječjeg jezika (MacWhinney 2007).

Croatian narrative corpus

A number of researches point to the importance of narrative discourse analyses for the knowledge about language acquisition and for the assessment of language and communicative skills (e.g. Schneider *et al.* 2006, Botting 2002, Doyl *et al.* 1998). Schneider *et al.* (2006) state that children's narratives represent a bridge between spoken and written language because features of written language, such as longer sentences or more complex syntactic structures, are represented in narrative discourse. Narrative skills are predictors of the acquisition of reading and writing, but they are also predictors of general academic achievements. Also, narration requires pragmatic skills and narrative assessment it is therefore appropriate for differentiating among groups of persons with diverse communicative disorders. Despite numerous advantages, narrative assessment has rarely been used in Croatia because of methodological and procedural challenges in assessment and interpretation, among others, the lack of reference values of certain measures and diversity in methodology leading to limited comparability. Due to its ecological validity, i.e. because they occur as the result of language sampling in natural environment, spoken corpora provide the unique data that reveal fundamental components of the spoken language: frequency and representation of words and structures, their variations and contextual patterns of use (Pusch 2006). Corpus of children's narratives, based on unified and broadly accepted methodology (Frog Story – Meyers 1969, Multilingual Assessment Instrument for Narratives (MAIN) – Gagarina *et al.* 2012), can serve for easier access to basic narrative measures and structures (both microstructure and microstructure) at a certain chronological age and therefore allow for more reliable analyses of individual results. Croatian Narrative Corpus will be developed and published in open access. Researchers who have collected narrative language samples will be asked to contribute to the corpus. Grouping will strengthen the scientific value of data. Narrative corpus will be published in the most prominent database of spoken language, TalkBank, in the CHILDES part, intended for child language samples (MacWhinney 2007).

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Kako normativnu preporuku donosi standardolog, a kako terminolog?

U izlaganju usporedit će se načela kojima se pri donošenju normativne preporuke vode standardolog i terminolog. Postavljena je hipoteza da se ta pravila u određenoj mjeri razlikuju. Korpus za istraživanje činit će normativni priručnici (hrvatski pravopisi, jednojezični i višejezični rječnici, gramatike i jezični savjetnici te normativističke studije) te terminološki priručnici (jednojezični i višejezični terminološki rječnici, terminološki leksikoni i enciklopedije te terminološke studije) i terminološke baze koje će se analizirati s obzirom na provedene i preporučene normativne postupke. Metodologija primijenjena u istraživanju uključivat će korpusnu analizu, deskriptivni i normativni pristup prikupljenoj građi te supostavljanje i analizu dobivenih rezultata. Načela koja se navode u priručnicima i literaturi temeljito će se analizirati te će se pokazati i da se ista načela (osobito u općemu standardološkom normiranju) u različitim priručnicima različito nazivaju, a uspostavit će se i njihov poredak prema važnosti u jednome i drugome normiranju. Cilj je istraživanja jasno utvrditi razlike koje postoje u dvama normativnim postupcima i objasniti zbog čega se i u kojoj mjeri razlikuje opće standardološko i terminološko normiranje. Cilj je u izlaganju dati i jasan popis preporuka s nizom primjera kojima bi se pri standardološkome i terminološkome normiranju, odnosno pri izradi općejezičnih normativnih i terminoloških priručnika trebali voditi njihovi izrađivači, autori i urednici. Takva bi analiza bi prva analiza takve vrste u hrvatskoj normativistici.

How linguistic recommendations are given by a standardologist as compared to how they are given by a terminologist?

In the paper, the authors will compare the principles by which a standardologist (specialist for the standard language) is guided while giving his normative recommendations to the principles by which a terminologist is guided. The hypothesis of this paper is that these principles are somewhat different but also that they partly overlap. The corpus for the research consists of normative manuals (Croatian orthography manuals, monolingual and multilingual dictionaries, grammar books, language advice manuals and normative monographs and papers as well as terminological manuals (monolingual and multilingual terminological dictionaries, terminological lexicons and encyclopedias and terminological monographs and papers) and terminological databases which will be analysed according to the conducted and recommended normative approaches and procedures. The methodology used in this research will include corpus analysis as well as a descriptive and prescriptive approach to the collected data and comparison and analysis of the obtained results. The principles stated in the manuals and papers will be analysed in detail and it will be shown that the same principles (especially in general standardology (language planning) have different names in different manuals. They will be ranked according to their importance for both of these fields. The aim of this research is to establish the differences which exist between standardization in the two fields and to explain the reasons for the difference between standardization of general language and terminology. Moreover, the goal is to give a clear list of recommendations followed by numerous examples by which one would be guided in terminological and general language standardization, i.e. which should be followed by terminologists and lexicographers (compilers, authors, and editors) while compiling manuals of the standard language and terminological manuals. This analysis would be the first such analysis in Croatian standardology.

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Kognitivno-semantička analiza hrvatskih i njemačkih poredbenih frazema sa sastavnicom biljke

Frazeološki izrazi predstavljaju bogatstvo određenoga jezika. Govor čine slikovitim, sažetim i obogaćuju svakodnevnu komunikaciju. Poredbeni frazemi sa sastavnicom biljke često se koriste u svakodnevnoj komunikaciji za opisivanje čovjekovog izgleda, karaktera, ponašanja i odnosa prema drugima i svijetu oko sebe. Ta je činjenica bila poticaj za kognitivno-semantičku analizu u kojoj smo htjeli utvrditi koja konceptualna polja (tematske cjeline iz realnog svijeta) izražavaju hrvatski i njemački i hrvatski poredbeni frazemi sa sastavnicom biljke te na taj način utvrditi sličnosti i razlike između obaju jezika. Koristili smo metodu semantičke dekompozicije kojom se poredbenim frazemima pridružuju određeni deskriptori, tj. obilježja koja predstavljaju odnose sličnosti. Korištenjem "cluster-tehnike" ili "tehnike grozdova" svakom konceptualnom grozdu pridružili smo skupinu deskriptora koji zajedno čine takson. Za pretpostaviti je da će među pronađenim poredbenim frazemima njemačkog i hrvatskog jezika postojati brojne podudarnosti zbog sličnosti biljnoga svijeta, ali i kulturološke razlike. Očekivani rezultati istraživanja trebali bi potvrditi navedenu hipotezu. Korpus se bazira na leksikografskoj građi.

A cognitive-smantic analysis of Croatian and German similes with a plant as their component

Phraseological expressions are a treasure of a particular language. They make speech figurative, brief and enrich everyday communication. Similes that include a plant as their component are frequently used in everyday communication to describe a man's physical appearance, his character, behaviour, and his relationship to other people and the surrounding world. For that reason we wanted to conduct a cognitive-semantic analysis of Croatian and German similes that have a plant as their component to see which conceptual fields (thematic units from the real world) they express with the aim of finding similarities and differences between these two languages. We used a method of semantic decomposition in which certain descriptors or features representing similarities are joined to similes. By using "cluster-technique" we have joined a group of descriptors which together create a taxon to each conceptual cluster. The corpus is based on lexicographic sources.

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What function words reveal about the mind: the first person singular in contemporary English

Function words such as pronouns, determiners, auxiliary verbs, modal verbs, prepositions, and conjunctions are classified as closed class words (Greenbaum and Quirk 1998). Unlike open class or content words, their number is fixed and their usage is not paid attention to when writing or reading (Chaski 1997). However, according to research done in morphostylistics and forensic linguistics (Olsson 2004, Pennebaker 2011), their presence, especially in the written form, may reveal dimensions of authorship, emotional and psychological states pertaining to both the sender and the recipient of the message. The paper focuses on the usage and frequency of the first person singular in contemporary English and concludes with observations on its culture-bound status in a corpus comprising e-mail correspondence when profiling authors whose L1 is English.

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Elektropalatografsko istraživanje asimilacija: kategorijalnost i stupnjevitost

Iako definicija pojma asimilacija nije jednostavna (Škifić 2008), široko određenje asimilacija kaže da su to glasničke preinake uzrokovane okolnim glasnicima, pri čemu dolazi do promjene barem jednog opažajnog obilježja (Stephenson 2003, Škarić 1991). Fonetski su posebno zanimljive glasničke asimilacije − one asimilacije u kojima ishodišni fonem ostaje nepromijenjen te se ne bilježe u pismu (npr. frikativ /z/ u fonetskoj riječi /bez traga/). Upravo ovakav tip asimilacija predmet je ovog istraživanja. Recentna istraživanja usmjerena su na analizu stupnja diskretnosti (kategorijalnost) i nediskretnosti (stupnjevitosti) ovakvih asimilacija (npr. Guzik i Harrington 2007). Budući da se asimilacijski procesi razlikuju u različitim jezicima te budući da istraživanja odnosa kategorijalnosti i stupnjevitosti asimilacija u hrvatskom do sada nisu provedena, cilj ovog istraživanja bio je ispitati jesu li asimilacije u hrvatskom kategorijalne ili stupnjevite. Pretpostavlja se da će analiza pokazati stupnjevitost hrvatskih asimilacija. Ovakva istraživanja obično se provode instrumentalnim tehnikama za istraživanje govorne kinematike. Stoga je u ovom istraživanju primijenjena elektropalatografska (EPG) tehnika, koja omogućuje snimanje i analizu jezično-nepčanih kontakata tijekom govora. Za istraživanje je korišten govorni materijal iz prvog simultanog akustičkog i elektropalatografskog hrvatskog govornog korpusa (CROELCO). U istraživanju je sudjelovalo osmero kompetentnih govornika hrvatskoga standarda te urednoga govornog statusa, raspona godina od 26 do 35 (srednja vrijednost 30,3). Analizirano je sedam slučajeva asimilacija (ispadanje glasnika i jednačenje po mjestu tvorbe), a svaki je ispitanik svaku rečenicu ponovio šest puta, što je rezultiralo s 336 pojavnica pripremljenih za analizu. U svakoj je pojavnici trajanje normalizirano te je u 15 ekvidistantnih točaka analizirano pet elektropalatografskih parametara (težište jezično-nepčanog kontakta, zubni, nadzubni, stražnjenadzubni i mekonepčani jezično-nepčani kontakt). Kvantitativna analiza pokazala je da je većina analiziranih asimilacija stupnjevita. Međuispitanička i unutarispitanička varijabilnost pokazuje da neki ispitanici asimilacije provode u potpunosti, dok ih neki gotovo uopće ne provode. Ovakav rezultat u skladu je s recentnim istraživanjima u drugim svjetskim jezicima. Rezultati istraživanja raspravljaju se u svjetlu Artikulacijske fonologije te u svjetlu činjenice da hrvatski jezik dopušta heteroorganične konsonantske skupine.

Electropalatographic investigation of assimilation: categorical or gradient

Although there is no universal agreement on the definition of assimilation (Škifić 2008), it is generally accepted that assimilations are sound changes caused by neighbouring sounds, whereby some of their phonetic features are changed (Stephenson 2003, Škarić 1991). Assimilation in which the initial phoneme remains unaltered, i.e. assimilations which are not reflected in the orthography, are particularly interesting in Croatian phonetics (e.g. fricative /z/ in the phonetic word /bez traga/). This type of assimilation is the topic of the present investigation. Recent studies in the area are concerned with the degree of discreteness (categorical nature) and non-discreteness (gradient nature) of such assimilation (Guzik, Harrington 2007). Since assimilation processes differ across languages and since there are no published instrumental studies on the categorical and gradient nature of assimilation in Croatian, it is our aim to investigate whether there is evidence of gradient versus categorical nature of assimilation in Croatian. We hypothesize that assimilations in Croatian will show evidence of their gradient nature. Instrumental techniques for speech kinematics are commonly used in investigations of this type. We therefore use electropalatography (EPG), which allows the user to record and analyse tongue-to-palate contact patterns during speech. Speech material was extracted from the first simultaneous acoustic and electropalatographic corpus of Croatian speech (CROELCO). Eight trained speakers of Standard Croatian participated in this investigation. They had no history of speech and hearing impairments and their age ranged between 26 and 35 (mean 30.3). Seven cases of assimilation were analysed (omission and assimilation of place). Each sentence was repeated six times, which resulted in 336 items for analysis. In each item duration was normalised and assimilation was analysed at 15 equidistant sample points throughout assimilated sounds using five EPG indices (CoG, dental, alveolar, postalveolar and velar contact). The analysis showed that most of the analysed assimilations were gradient in nature. Interspeaker and intraspeaker variability showed that some speakers fully assimilated their sounds while others did not assimilate at all. These results agree with results found in other languages. Results are discussed in terms of Articulatory phonology and heterorganic nature of Croatian consonant clusters.

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Albanska, češka i mađarska manjina u Hrvatskoj: uporaba manjinskog i učenje stranog jezika

Poznavanje materinskoga jezika temeljna je značajka identiteta manjine (Schmidt 2008), a pokazalo se da ima pozitivan učinak na učenje stranoga jezika uslijed povišene metalingvističke svijesti koju govornici posjeduju (Jessner 2008). Cilj ovoga istraživanja bio je ispitati koliko često i u kojim situacijama visokomotivirani govornici manjinskih jezika koriste svoje materinske jezike te smo se usredotočili na emocije koje čine dio iskustva učenja manjinskoga jezika. Nadalje smo ispitali koliko se sudionici oslanjaju na svoje manjinske jezike pri učenju stranih jezika. U istraživanju su sudjelovali pripadnici triju velikih manjinskih skupina u Hrvatskoj koje pripadaju različitim jezičnim porodicama: albanske, češke i mađarske. Pretpostavljeno je da sudionici redovito koriste svoje manjinske jezike, a osobito pri iskazivanju emocija te da su svjesni kako njihova dvojezičnost pozitivno utječe na učenje stranih jezika. Istraživanje je provedeno u dva dijela. Za prvi je dio izrađen online upitnik koji je putem relevantnih udruga odaslan govornicima ciljanih manjina. Odgovorila su 23 sudionika po manjini. Upitnikom se ispitalo sljedeće: društveno-jezična pozadina sudionika, uporaba jezika koje poznaju, samoprocijenjena kompetencija u manjinskome jeziku, procjena korisnosti poznavanja manjinskog jezika pri učenju stranih jezika te jezični identitet sudionika. U drugome dijelu istraživanja sudjelovalo je po pet sudionika iz svake od navedenih manjinskih skupina (dob 20-39). U razdoblju od četiri tjedna ti su sudionici vodili polustrukturirani dnevnik za koji su svaki tjedan dobili unaprijed pripremljene smjernice koje su bile usklađene s temeljnim istraživačkim pitanjima. Rezultati su pokazali da sudionici uglavnom redovito koriste svoje manjinske jezike, iako ipak smatraju da su vrsniji u hrvatskome jeziku te da, očekivano, manjinske jezike rado koriste za iskazivanje emocija. Nadalje, smatraju da im znanje dvaju jezika koristi pri učenju stranih jezika, ponajviše uslijed leksičkih i fonemskih sličnosti, a u skladu s povišenom razinom metalingvističke svijesti koju posjeduju. Sudionici tvrde da ih je ovo istraživanje potaklo za daljnje ulaganje truda u očuvanje svojih manjinskih jezika, a preporuča se dodatan razvoj i uporaba metalingvističke svijesti pri učenju i poučavanju stranih jezika u govornika manjinskih jezika.

Albanian, Czech and Hungarian minorities in Croatia: language usage and foreign language learning

In addition to being key marker of minority group identity (Schmidt 2008), minority language knowledge has been shown to have positive effect on minority speakers' FL learning as they portray heightened metalinguistic awareness (Jessner 2008). The aim of the present study was to investigate motivated minority speakers' language usage and emotions involved. We specifically focused on their experience in learning FLs through the prism of their bilingual background. Three large minority groups residing in Croatia and belonging to different language families were investigated: Albanian, Czech and Hungarian. It was hypothesized that the participants would report frequent usage of their minority languages, especially in expressing emotions as well as show awareness of a positive influence of their bilingualism on FL learning. The study was carried out in two parts. First, an online questionnaire was prepared and sent to speakers of minority groups via their relevant associations. It was completed by 23 members of each minority group. The questionnaire was designed to investigate the participants' sociolinguistic background, language usage, minority language competence, minority language knowledge benefits for FL learning and language identity. In the second part of the study, 5 participants per minority group (age 20-39) kept a semi-structured diary in the period of four weeks for which four sets of questions were prepared to serve as diary keeping prompts prepared in line with the research foci. The results show that most participants use their minority languages regularly although they find their Croatian to be more proficient. As expected, they express preference for the usage of the minority language to express emotions. They believe that their bilingualism has helped them learn FLs in terms of overlapping elements in phonetics and lexis. The participants stated that the present study stimulated them to invest additional efforts into future maintenance of their minority languages. Moreover, we believe that metalinguistic awareness should be developed and utilized in FL teaching and learning in minority language speakers.

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Strukturni indikatori i njihov implikaturni potencijal u govornim činovima jezika brodostrojarske struke

U radu se pokušava odrediti povezanost između sintaktičkih i leksičkih sredstava i pragmatičkog cilja, odnosno ilokucije govornog čina. Leksička i sintaktička sredstva upotrebljavaju se u svrhu modifikacija govornog čina kako bi ili ublažila ili pojačala ilokucijsku snagu govornog čina. Rad se temelji na istraživanju korpusa elektroničke pošte koji se sastoji od stvarnih poruka upravitelja stroja na engleskome jeziku, kao zajedničkom jeziku komuniciranja u brodostrojarskoj struci. U ovome radu bismo kvalitativnom analizom, kroz tzv. *bottom-up* pristup, analizirali strukturne indikatore te njihov implikaturni potencijal u govornim činovima jezika brodostrojarske struke. U teorijskom se smislu rad oslanja na teoriju govornih činova (Austin 2014, Searle 1991), Altmannovu (1993) teoriju o rečeničnim tipovima čija se semantika može odrediti interpretacijom stava govornika te teoriju o modifikatorima govornog čina (Blum-Kulka 2005). S obzirom na specifičan karakter pisane komunikacije, sredstva kojima se govornici služe kako bi komunicirali ono što žele također će biti specifična. U tom smislu očekujemo snažnije oslanjanje na jezična sredstva za razliku od izvanjezičnih te snažniju ulogu neizravnih govornih činova. U grupi sintaktičkih sredstava očekujemo indikatore poput kondicionalnih rečenica, modalnih glagola, glagolskog vida te markiranost glagolskih vremena, dok kod leksičkih sredstava razlikujemo izravna sredstva poput performativnih glagola i neizravna sredstva u smislu zamjenica, pridjeva, priloga, čestica i drugih diskursnih oznaka koja utječu na snagu iskaza. Na temelju te analize pokušat ćemo odrediti potencijal pojedine kategorije u ovom specifičnom korpusu tekstova, te tako razjasniti odnos jezičnih struktura i kognitivnih procesa.

Structural indicators and their implicative potential in speech acts of Marine Engineering communication

The paper tries to determine the connection between the syntactic and lexical structures and the pragmatic goal, i.e. speech act illocution. Lexical and syntactic structures are used to modify the speech acts to either mitigate or intensify the illocutionary force of the speech act. The paper is based on the research of the corpus of actual e-mails by Chief Engineers in the English language, as a common language for the communication in Marine Engineering. The research is based on the qualitative analysis, whereby structural indicators and their implicative potential in the speech acts of Marine Engineering communications would be analyzed using the bottom-up approach. In the theoretical sense, the paper relies upon the speech act theory (Austin 2014, Searle 1991), Altmann (1993) theory of sentence types whose semantics may be determined by interpreting the speaker's attitude and the theory of speech act modifiers (Blum-Kulka 2005). Considering the specific character of written communication, the structures used by the speakers to communicate will also be specific. In that sense, the authors expect the speakers to rely more on language structures as opposed to extralingual means, as well as a more powerful role of indirect speech acts. Within the group encompassing syntactic structures, the authors expect indicators such as conditional clauses, modal verbs, verb aspect and characteristic use of tenses, while within lexical means, we may differ direct means such as performative verbs and indirect means such as pronouns, adjectives, adverbs, particles and other discourse markers which affect the strength of the utterance. Based on that analysis, the potential of each category will be determined for this specific corpus and thus clarify the relation of language structures and cognitive processes.

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Kontrastivna analiza eponima u engleskome i hrvatskome jeziku prirodnih i tehničkih znanosti

Brojni su eponimski nazivi u uporabi u prirodnim i tehničkim znanostima jer se mnoge pojave, procesi i pojmovi nazivaju imenima znanstvenika koji su zaslužni za otkriće ili prvo opisivanje tih pojava ili procesa kao i za definiranje pojmova. Imenodavatelj u užem smislu je najčešće stvarna povijesna osoba, a u širem smislu to može biti država, grad, svaki toponim, te u najširem smislu, sve što nosi ime. U nazivlju prirodnih i tehničkih znanosti najbrojniji su eponimski nazivi nastali od vlastitih imena osoba, ali nailazimo i na primjere eponima nastalih od trgovačkih imena te imena gradova i organizacija ili poduzeća. Hrvatske je eponime sakupio i opisao D. Mršić te objavio u Eponimskome leksikonu (2000), dok se S. Ravlić bavio eponimima u znanosti i politici utvrdivši da je posebice u politici mnogo eponima s negativnim značenjem, dok u prirodnim i tehničkim znanostima imaju uvijek pozitivno značenje (2007). Ovo izlaganje donosi rezultate kontrastivne analize primjera engleskih i hrvatskih eponima koji se upotrebljavaju u prirodnim i tehničkim znanostima. Cilj je analize bio utvrditi razlike između dva jezika, odnosno utvrditi jesu li engleski eponimski nazivi i u hrvatskome jeziku eponimi i obrnuto, te provjeriti hipotezu o tome da su u slučaju sinonimnih naziva od kojih je jedan eponim, a drugi nije, za sustav naziva bolji neeponimski nazivi. Najbrojniju skupinu jednorječnih eponima čine nazivi mjernih jedinica (npr. amper, tesla, volt), dok su u skupini višerječnih eponima nazivi koji se sastoje od vlastitoga imena i glavne, opće imenice koja imenuje neku fizičku pojavu ili zakon, načelo, metodu, jednadžbu, omjer, tehničko ispitivanje, postupak, znanstveno otkriće ili tehnički izum. Analizirani se primjeri mogu podijeliti u tri skupine: 1. Engleski tehnički eponimi kod kojih je moguća preobrazba imenice u glagol (npr. Babbitt metal / to babbit), koja nije moguća u hrvatskome jeziku. 2. Engleski dvorječni eponimski nazivi i njihove hrvatske istovrijednice kod kojih se u jednome od ta dva jezika izgubila veza s imenodavateljem (npr. Westinghouse brake / zračna kočnica, open-hearth furnace / Siemens-Martineova peć), što pokazuje da prijenos eponima iz jednoga u drugi jezik ili njegovo prihvaćanje u drugome jeziku ulazi više u sociološku nego jezičnu domenu. 3. Eponimski nazivi koji oprimjeruju aspekt transparentnosti znanstvenih naziva: eponimi sami po sebi ne omogućuju zaključivanje o sadržaju naziva, odnosno stvaranje umne slike o značenju naziva, osim ako čitatelj nije dobro upoznat s povijesnim podatcima vezanim uz osobu imenodavatelja, pa su stoga za sustav naziva bolji sinonimni neeponimski nazivi (npr. modulus of elasticity / modul elastičnosti umjesto Young's modulus / Youngov modul).

A contrastive analysis of eponymous terms in the English and the Croatian language of science and technology

Eponymous terms are frequently used in the language of science and technology because the names for numerous phenomena, processes and concepts are based on the name of the person who has been credited with the concept definition, or the discovery or first description of the phenomena or processes. In the narrow sense of the word, eponym is most often a real historical figure, in the broader sense this can be any toponym, i.e. a country or a city, and in the broadest sense, anything bearing a name. In the terminology of science and technology the eponymous terms derived from personal names are fairly frequent, but there are also examples of eponymous terms derived from brand names and names of cities, organizations and companies. Croatian eponymous terms were collected, characterized and published by D. Mršić in his lexicon of eponymous terms (2000). S. Ravlić studied eponymous terms used in science and politics and concluded that in politics in particular there are numerous eponymous terms with a negative meaning, while in science and technology they have a positive meaning (2007). This talk presents the findings from a contrastive analysis of examples of English and Croatian eponymous terms used in science and technology. The goal of the analysis was to establish the differences between the two languages, e.g. to find out whether English eponymous terms are also eponyms in Croatian and vice versa, and to examine the hypothesis that in the case of synonymous terms of which one is an eponym, the non-eponymous term is more transparent. The largest group of eponyms composed of a single word includes names of units of measurement (e.g. ampere, tesla, volt), whereas the group of multi-word eponyms includes eponymous terms consisting of a personal name and a head noun referring to a physical phenomenon, law, principle, method, equation, ratio, engineering test, technique, scientific discovery or invention. Three groups of examples will be presented: 1) English eponymous terms which allow the conversion of a noun into a verb (e.g. Babbit metal / to babbit), which conversion cannot be carried out in Croatian. 2) English two-word eponymous units and their Croatian equivalents where the connection with the eponym in one of the two languages is lost (e.g. Westinghouse brake / *zračna kočnica*, open-hearth furnace / *Siemens-Martineova peć*), suggesting that the transfer of the eponym from one language to another or its acceptance in some other language can be explained by sociological rather than linguistic reasons. 3) Eponymous terms that can provoke a discussion about the transparency of scientific terminology: eponymous terms as such do not allow inferring the meaning of the term, i.e. no mental image can be formed unless the reader is familiar with the historical facts related to the eponym. Therefore, synonymous terms that do not contain an eponym are more transparent and fit into the terminology system better (e.g. modulus of elasticity / *modul elastičnosti* rather than Young's modulus / *Youngov modul*).

Mršić, D. 2000. *Eponimski leksikon*. Zagreb: Matica hrvatska.
Ravlić, S. 2007. *Eponimi u znanosti i politici*. Zagreb: Naklada Jesenski i Turk, Hrvatsko sociološko društvo.

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Characteristics of micro and macrostructure of the Shakespeare's terminological dictionary

The Shakespeare's Terminological Dictionary is a part of the Erasmus plus project CUSHA and joins four project partners, Slovenia, the UK, Germany, and Sweden. Among the project products are the compilation of the dictionary of Shakespeare's terminology and the preparation of a manual with instructions for a dictionary compilation. In the paper, we present the micro and macrostructure of the dictionary and the process of compilation of dictionary entries. The Shakespeare's Terminological Dictionary is compiled by students from Sweden and Germany who actively participate in the project during the project exchange weeks in Singen, Stratford-upon-Avon and Gothenburg. Specific characteristics of compiling general and terminological dictionaries (Atkins and Rundell 2007, Fuertes-Olivera and Tarp 2014) are presented, as well as the extraction of terms from Shakespeare's plays The Tempest and Midsummer Night's Dream. In addition, the Shakespeare's Terminological Dictionary is particular due to the extended inclusion of languages. The dictionary entry is written in English language and provides a definition, an example of usage from the play and translations in thirteen languages, such as Arabic and Hebrew, but also Russian, Swedish, Czech etc. The languages included into the dictionary entry are the mother tongues of the participating students; thus, it enables us to promote multilingualism and language acquisitions. Another specific characteristic of the dictionary are the pictures included in the dictionary entry for certain selected terms and the inclusion of audio files for every single element of the dictionary entry, including the translations. The dictionary is currently available only for the project participants and is compiled in a tailor-made dictionary mask – Termania, but it will be opened to public approximately by the end of 2019.

Atkins, B. T. Sue and Michael Rundell. 2007. *The Oxford Guide to Practical Lexicography*. Oxford: Oxford University Press.
Fuertes-Olivera, Pedro A. and Sven Tarp. 2014. *Theory and Practice of Specialised Online Dictionaries: Lexicography versus Terminography*, Berlin/Boston: De Gruyter.

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Dubinsko procesiranje frazema sa *se* u hrvatskome kao inome jeziku

Kognitivnolingvistička istraživanja inoga jezika pokazuju da je dubinsko procesiranje, dakle promišljanje o motiviranosti značenja, važno za razumijevanje i retenciju leksičkih jedinica (Littlemore 2009: 148). Primjerice, kada glagolu „nadati se" učenik pripisuje značenje „vidjeti svjetlo", to znači da dubinski procesira. Dubinsko je procesiranje razvidnije za leksičke izraze nego za gramatičke, ali je Geld (2009: 236, 237) dokazala da se kod topoloških gramatičkih elemenata u engleskome (čestica poput in 'u', out 'van') dubinsko procesiranje jasno vidi te da ima značajan doprinos strateškom konstruiranju fraznih glagola. U tom su smislu u inojezičnom hrvatskom posebno zanimljivi povratni glagoli, zbog sprege glagola s elementom se. Upitnik proveden na učenicima hrvatskog kao inog jezika pokazuje da su neki učenici svjesni različitog doprinosa elementa se značenju, pa ga, primjerice, definiraju kao „u samom subjektu", „neke stvari prema sebi", „jedan s drugim, „zajedno" i sl. Cilj je ovoga rada dobiti uvid u dubinsko procesiranje frazema sa se kod učenika inojezičnoga hrvatskoga. Točnije, ispitat ćemo do koje se mjere svijest o elementu se u poimanju frazema razlikuje u odnosu na njegovo poimanje u nefrazeološkim izrazima. Stoga smo proveli upitnik u kojem su sudionici trebali promišljati o elementu se na način da ga dodaju frazemu ako je potrebno te opišu njegovu ulogu u značenju frazema. Upitnik sadrži šesnaest frazema izabranih iz Hrvatsko-engleskog frazeološkog rječnika (Vrgoč, Fink Arsovski 2008) prema dvama kriterijima: da sadržavaju element se te da jezične jedinice u frazemskoj svezi riječi budu dio osnovnoga jezičnog vokabulara. Pojedini zadaci uključivali su sličice dajući time sudionicima i vizualni podražaj koji trebaju verbalizirati. U istraživanju su sudjelovali učenici hrvatskoga kao inoga jezika na stupnjevima koji su usporedivi s B2, B2+ i C1 prema ZEROJ-u. Preliminarni rezultati pokazuju da su sudionici skloni parafraziranju značenja frazema – primjerice, „spustiti se na zemlju" u „prestati maštati" ili „vući se kao puž" u „sporo, ne ići brzo". Ispitanici imaju poteškoća s artikulacijom svojih misli vezanih izravno uz element se te značenje parafraziraju na temelju cjelovitog frazema, a ne njegovih dijelova. Takav rezultat može označavati da netopološki karakter elementa se umanjuje njegovu prozirnost u frazemskim izrazima, otežavajući dubinsko procesiranje.

Deep processing of idioms with the reflexive element *se* in Croatian as L2

Cognitive linguistic research of L2 shows that deep processing – defined as reflection on how meaning is motivated – is significant for the understanding and retention of lexical units (Littlemore 2009: 148). For instance, when a learner explains the meaning of the Croatian verb *nadati se* 'hope' as "seeing the light", this means that s/he is involved in deep processing. Deep processing is clearer in the case of lexical than grammatical units, however Geld (2009: 236, 237) has shown that in topological grammatical elements in English (such as in and out) deep processing is evident and significantly contributes to the strategic construal of the meaning of phrasal verbs. In Croatian as L2 verbs with the reflexive element *se* are particularly interesting in this sense. For instance, it has been shown that learners of Croatian as L2 are aware of the contribution that *se* has to the meaning of verbs, and report that it may refer to the subject itself, moving things towards oneself, reciprocal action, etc. The aim of this paper is to gain insight into the deep processing of idioms with *se* by learners of Croatian as L2. More specifically, we will explore to what extent learners' construal of *se* in idioms is different in relation to its construal in non-idiomatic expression. To do this, we have constructed a questionnaire in which the participants are required to reflect on the reflexive element *se*, by adding it where they think it is necessary, and describing its contribution to the meaning of the entire idiom. The questionnaire contains 16 idioms selected from a Croatian dictionary of idioms (Vrgoč, Fink Arsovski 2008) on the basis of two criteria: the occurrence of *se*, and being part of the learners' L2 vocabulary. To enhance processing, some of the tasks contained drawings. The participants included intermediate and advanced learners of Croatian as L2 (B2, B2+ and C1 according to CEFR). Preliminary results show that the participants are prone to paraphrasing the meaning of idioms, for instance by explaining the idiom *spustiti se na zemlju* 'come down to earth' as "stop daydreaming" or *vući se kao puž* 'drag like a snail' as "going slow, not fast". The participants found it difficult to describe the contribution of *se*, paraphrasing the meaning of the entire idiom rather than its parts. This suggests that the non-topological character of the reflexive element minimizes its transparency in idioms, thus making deep processing of its contribution difficult.

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Subject pronoun interpretation in Croatian monolingual children

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). Previous studies have found that adult-like antecedent preferences of Italian subject pronouns develop earlier with null than with overt pronouns in monolingual children (Serratrice 2007). The aim of the present study is to determine whether such an asymmetrical pattern of development of null and overt subject pronouns can be also found in Croatian, and if so, until what age it persists. Six groups of 16 monolingual children, aged 7, 8, 9, 10, 11 and 12, and a control group of 16 monolingual adults completed a picture selection task. Complex sentences contained an ambiguous null or overt subject pronoun in the subordinate clause, which followed the main clause (e.g. *Puž je pozdravio mrava dok je pro/on čitao novine* 'The snail greeted the ant while it was reading the newspaper'). The participants were asked to choose between two pictures, thereby selecting the subject or the object of the main clause as the antecedent of the pronoun. The results showed that null pronouns are interpreted in an adult-like way already at the age of 7, while overt pronouns start being interpreted in a roughly adult-like way at the age of 11, not being interpreted in a fully adult-like way even at the age of 12. More precisely, even at the age of 12, children interpret the overt pronoun as referring to the subject antecedent more often than adults. This suggests that as in Italian, adult-like antecedent preferences of Croatian subject pronouns develop earlier with null than with overt pronouns. At what age the antecedent preferences of overt pronouns become adult-like in Croatian remains to be determined.

Carminati, M. N. 2002. *The processing of Italian subject pronouns*. Unpublished doctoral dissertation, University of Massachusetts at Amherst.
Serratrice, L. 2007. "Cross-linguistic influence in the interpretation of anaphoric and cataphoric pronouns in English-Italian bilingual children." *Bilingualism: Language and Cognition* 10(3), 225−238.

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Gimnazija Fran Galović, Koprivnica

Ne tu, tamo! Transformacija sustava deiktičkih oznaka prostora u hrvatskom jeziku

Deikse predstavljaju korištenje (visoko shematskih) simboličkih struktura za ukazivanje na referent iz konteksta (jezičnog ili izvanjezičnog). Gledano kroz referentni trokut, deikse omogućuju primatelju poruke da do značenja dođe preko referenta, umjesto preko reference. Posljedično tome, značenjsko je ostvarenje deiksa ukotvljeno u konkretni govorni čin. Deikse, koje se u hrvatskom jeziku najčešće pojavljuju u obliku zamjenica i priloga mogu upućivati na različite elemente govornog čina, a ovaj se rad bavi onima koje označuju prostorne odnose, budući da se radi o bazičnoj konceptualnoj kategoriji (Brala-Vukanović 2015) prisutnoj u svakodnevnoj komunikaciji. Tradicionalna podjela prostora u hrvatskom jeziku, izražena kroz pokazne zamjenice ili priloge mjesta/kretanja zasnovana je na percepciji blizine prostora u odnosu na referentnu točku te razlikovanju mjesta, smjera (odredišta) i puta. U suvremenoj jezičnoj uporabi, međutim, može se uočiti znatan otklon od opisanog sustava (cf. Brala-Vukanović i Matešić 2015, Kordić 2003, Žic-Fuchs 1996). Tako je i u govoru koprivničkih gimnazijalaca, u pojednostavljenom prikazu, uočena pretežno dvodimenzionalna uporaba (razlikovanje prostora bliskog govorniku, odnosno odmaknutog od govornika), gotovo u potpunosti lišena distinkcije mjesto/smjer/put. Budući da se radi o mlađoj populaciji obrazovanih govornika (kojima je bliska kodificirana jezična norma), a čiji je dijalektalni supstrat većinski (iako ne isključivo) urbana kajkavština, takva uporaba može se povezati s onom opisanom u Žic-Fuchs (1996). Opisana je pojava uočena u govorenoj, ali i pisanoj uporabi koja se smatra standardnom, a njena visoka učestalost nameće pitanje do koje se mjere sam jezični sustav izmijenio, odnosno za koju populaciju. S tim je na umu provedena preliminarna kvalitativna analiza uporabe prostornih deiksi u nekoliko školskih udžbenika odnosno knjiga klasičnih i suvremenih autora, koju je slijedila kvantitativna analiza tekstova iz Hrvatskog jezičnog korpusa i Hrvatskog nacionalnog korpusa, u kombinaciji s istraživanjem među mladim govornicima uključenim u gimnazijski program obrazovanja, od kojih se tražilo razlikovanje nestandardne od standardne uporabe, prepoznavanjem, odnosno produkcijom. Analiza rezultata ukazuje na sistematski otklon od norme u širokoj lepezi tekstova pisanih standardnim jezikom, stoga se poziva na opsežnije istraživanje opaženog fenomena te se kroz kognitivno-lingvistički okvir nastoji naznačiti smjer analize uzroka promjene u sustavu, kao i posljedica za normu.

Not here − there! The transformation of the system of deictic signals of space in Croatian

Deixis implies the use of (highly schematic) symbolic structures to point to a referent in the context (linguistic or extra linguistic). Through the prism of the triangle of reference, deixis enables the addressee to access the meaning via the referent, rather than via the reference. As a result, a deictic expression's meaning is firmly grounded in the communicative act itself. While Deixis, in Croatian primarily realised through pronouns and adverbs, can point to different elements of the communicative act, this study discusses only the spatial relations, as they present a basic conceptual category (Brala-Vukanović 2015) and are used in everyday communication. The traditional division of space in Croatian, expressed through demonstrative pronouns or adverbs of space/motion, is based on the perception of proximity to the point of reference, as well as on the contrast location-direction(destination)-trajectory. Contemporary usage, however, exhibits a drift from the described system (cf. Brala-Vukanović and Matešić 2015, Kordić 2003, Žic-Fuchs 1996). A comparable drift has been noticed in the speech of grammar school pupils from Koprivnica, with the three-way paradigm giving way to a two-way paradigm, differentiating beween proximal and distal, almost completely lacking the distinction location/direction/trajectory. The studied population of well-educated teenagers, with the dialectal background of predominantly (but not exclusively) urban kajkavian dialect, provides a link to a study of the urban standard variety of Zagreb (Žic-Fuchs1996). The described phenomenon is observed in spoken, as well as in written standard use, a question arising from its high frequency as to what extent (and for which population) the linguistic system itself has changed. A preliminary qualitative analysis was applied on several course books and fiction books by classic and contemporary authors alike, followed by a quantitative analysis of a sample of texts taken from two linguistic corpora of Croatian, combined with a study on a number of grammar school pupils, who were asked to differentiate between standard and non-standard usage, using recognition and production. The result analysis points to a systematic drift from the norm in a variety of texts written in standard Croatian, calling for extended research, and attempting, through the framework of cognitive linguistics, to indicate the direction of cause analysis, as well as the effects on the linguistic norm.

Brala-Vukanović, Maja. 2015. "Communication and Grammaticalization. The Case of (Croatian) Demonstratives." *Fluminensia* 27(2): 45−60.
Brala-Vukanović, Maja; Matešić, Mihaela. 2015. "Croatian 'pointing words': Where body, cognition, language, context and culture meet." In *Dimenzije značenja*, Belaj B. (ed.), 31−61. Zagreb: FFZG.
Kordić, Snježana. 2003. "Prilozi ovd(j)e/tu/ond(j)e, ovamo/tamo/onamo, ovuda/tuda/onuda." *Južnoslovenski filolog* 59: 81−103.
Žic-Fuchs, Milena. 1996. "'Here' and 'there' in Croatian: a case study of an urban standards variety." In *The Construal of Space in Thought and Language*, Dirven, René and Pütz, Martin (eds.), 49−62. Berlin: Mouton de Gruyter.

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Leksičke baze: što nam nude?

Tijekom kognitivne obrade riječi, a u svrhu lakšeg i točnijeg prepoznavanja, osim oblika i značenja riječi (Auer 2009) u proces su uključena još neka (psiho)lingvistička obilježja riječi. Podatci o (psiho)lingvističkim obilježjima kao što su predočivost, čestotnost upotrebe, konkretnost, dob usvajanja, poznatost i sl. vrlo često su sadržani u leksičkim bazama. Leksička baza odnosi se na organizirani izvor koji obuhvaća podatke o (psiho)lingvističkim obilježjima za uzorak riječi nekog jezika. Danas su dostupne leksičke baze za nekoliko jezika uključujući engleski, švedski, norveški, portugalski, talijanski, nizozemski i francuski jezik. Neke od tih baza dostupne su putem mrežnih stranica (npr. za talijanski, norveški i švedski jezik) dok su neke dostupne samo u tiskanom obliku (npr. za nizozemski i engleski jezik). Glavni cilj ovog rada je prikazati pregled dostupnih leksičkih baza podataka za različite jezike te dodatno predstaviti Hrvatsku leksičku baza (HLB; http://polin-hlb.erf.hr/) koja sadrži podatke za nekoliko (psiho)lingvističkih obilježja riječi. Nadalje, predstavit će se i mogućnost upotrebe HLB-a kroz prikaz prve analize na subjektivnoj čestotnosti i predočivosti riječi, tj. analizu njihovog međuodnosa i utjecaja pojedinih karakteristika procjenjivača na njihove procjene čestotnosti i predočivosti riječi. Subjektivna čestotnost odnosi se na procjenu pojedinca o tome koliko često susreće pojedinu riječ bilo u govornom bilo u pisanom obliku dok se predočivost odnosi na kapacitet riječi da pobudi osjetilno iskustvo, tj. da pobudi mentalne predodžbe. Svaku riječ, na subjektivnoj čestotnosti i predočivosti, procijenilo je u prosjeku 33 procjenjivača (raspon dobi 21 do 85 god.; M=46 i Ž=151). Rezultati pokazuju značajnu pozitivnu korelaciju između čestotnosti i predočivosti riječi. Nije potvrđen značajan utjecaj dobi, spola ili razine obrazovanja na procjene subjektivne čestotnosti ili predočivosti riječi. U budućnosti, HLB se planira dodatno proširiti dodavanjem novih riječi te uključivanjem dodatnih (psiho)lingvističkih obilježja riječi kao što su dob usvajanja i poznatost.

Lexical databases: what do they offer?

During word processing, besides the form and meaning (Auer 2009), a series of (psycho)linguistic word properties have to be taken into account in order to accurately recognise the word. The data on (psycho)linguistic word properties such as imageability, frequency of use, concreteness, age of acquisition, familiarity, etc. are very often gathered in a lexical database. A lexical database is an organised resource capturing the range of such (psycho)linguistic properties of a sample of words in a certain language. Nowadays, they are available in a few languages such as English, Swedish, Norwegian, Portuguese, Italian, Dutch, and French. Some of these database are available online (e.g. Italian, Norwegian, Swedish) and some on paper (Dutch, English). The main objective of this paper is to provide an overview of the available lexical databases across different languages. The specific aim is to present the online Croatian Lexical Database (Cro. Hrvatska leksička baza [HLB], http://polin-hlb.erf.hr/) that contains several (psycho)linguistic word properties. Further, the goal is to show the use of the HLB by providing first analyses on subjective frequency and imageability of words contained in HLB, the relationship between them, and the influence of raters' characteristics on their judgement. Subjective word frequency refers to the estimation of the number of times a word is encountered by individuals in writing and speaking while imageability refers to the capacity of the word to arouse a sensory experience, i.e. mental images of things or events. All words were rated on frequency and imageability by approximately 33 raters (ages 21 to 85; M=46 and F=151). The results indicate a significant positive correlation between frequency and imageability. The results did not show significant influence of the age, gender or education level on subjective frequency or imageability ratings. Future work on the HLB will aim to increase the number of included words and integrate other (psycho)linguistic word properties, such as age of acquisition and familiarity.

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Utjecaj gramatičkoga roda na kategoriziranje izvanjezične stvarnosti kod dvojezičnih govornika – primjer hrvatsko-talijanskih, slovensko-talijanskih i talijansko-slovenskih dvojezičnih govornika

O utjecaju gramatičkoga roda na poimanje izvanjezične stvarnosti kod dvojezičnih i jednojezičnih govornika mnogo se istraživalo iz raznih perspektiva i najrazličitijim metodama (Bassetti i Nicholadis 2016). Prethodna su istraživanja pokazala da jednojezični govornici onih jezika koji imaju gramatički rod poimaju entitete kao muške ili kao ženske, ovisno o gramatičkome rodu pripadajućih imenica (Bassetti 2007: 215). Kod dvojezičnih ispitanika pronađen je utjecaj gramatičkoga roda samo na jezik bez gramatičkoga roda ili utjecaj muškoga ili ženskoga roda na poimanje entiteta koji je srednjega roda u drugome jeziku (Andonova, Gosheva, Schaffai i Janyan 2007, Bassetti i Nicholadis 2016, Segel i Boroditsky 2011 i dr.). Ovim se istraživanjem željelo provjeriti manifestira li se utjecaj gramatičkoga roda u jednakoj mjeri i na jednaki način kod usporedivih dvojezičnih i jednojezičnih skupina ispitanika. U istraživanju su stoga istim zadatcima bili podvrgnuti hrvatsko-talijanski, slovensko-talijanski i talijansko-slovenski dvojezični govornici te jednojezični govornici iz Hrvatske, Italije i Slovenije. Nakon što su popunili sociolingvistički upitnik, ispitanicima je rečeno da će sudjelovati u osmišljavanju animiranoga filma. Prikazanim bićima, stvarima i pojavama, koji u animiranome filmu postaju stvarni likovi, trebalo je dodijeliti muški ili ženski glas, vlastito ime i nekoliko pridjeva. Odabrane su, većinom, imenice koje u talijanskome i hrvatskome odnosno slovenskome jeziku imaju različiti gramatički rod. Posebna se pozornost posvetila analizi utjecaja gramatičkoga roda jezika s dva gramatička roda (talijanskoga jezika) na imenice koje su srednjega roda u jezicima s tri gramatička roda (hrvatski i slovenski jezik). Rezultati kako jednojezičnih ispitanika tako i dvojezičnih ispitanika u slučaju imenica srednjega roda pokazali su snažan utjecaj gramatičkoga roda na doživljaj muškosti ili ženskosti prikazanih pojavnosti, ali i njegovo izostajanje kod svih skupina ispitanika u slučajevima koji su snažno kulturno uvjetovani. Rezultati svih šest skupina ispitanika, a posebice dvojezičnih skupina pokazali su da se uočeni obrasci u kojima se manifestira odnosno u kojima izostaje utjecaj gramatičkoga roda na kategoriziranje izvanjezične stvarnosti ne mogu tumačiti kao slučajnost ili rezultat koji se vezuje za dvojezične govornike jednoga jezičnog para. Budući da se često različiti rezultati i tumačenja utjecaja gramatičkoga roda pripisuju različitim kombinacijama jezika i istraživanjima na samo jednome jezičnom paru, vjeruje se da će rezultati ovoga istraživanja koji se temelje na tri različite skupine dvojezičnih govornika i tri skupine jednojezičnih govornika nadopuniti dosadašnje spoznaje o utjecaju gramatičkoga roda na kategoriziranje izvanjezične stvarnosti.

Effects of grammatical gender on categorization of extralinguistic reality by Croatian-Italian, Slovene-Italian and Italian-Slovene bilinguals

The effects of the grammatical gender on the conceptualisation of extralinguistic reality in bilingual and monoligual speakers has been investigated from various perspectives and using different methodologies (Bassetti and Nicholadis 2016). Previous studies have shown that "speakers of languages with a grammatical gender system tend to think of objects as being masculine or feminine in line with the grammatical gender of the nouns in question" (Bassetti 2007: 251). Among bilingual speakers, effects of grammatical gender were found in languages with no gender or effects of masculine or feminine gender on nouns of neuter gender in the language with three genders (Andonova, Gosheva, Schaffai and Janyan 2007, Bassetti and Nicholadis 2016, Segel and Boroditsky 2011 and others). The aim of the present research was to verify whether the same effects of grammatical gender on different comparable groups of bilingual and monolingual speakers will be found. The same test and tasks were applied for Croatian-Italian, Slovene-Italian and Italian-Slovene bilingual speakers, as well as for monolingual speakers from Croatia, Italy and Slovenia. After completing a sociolinguistic questionnaire, participants were asked to take part in the creation of a cartoon scenario. To the presented beings, things and phenomena that became animated, the participants had to give a male or female voice, a proper name and a few adjectives. Nouns with different grammatical gender in Italian and Croatian or Slovene were mostly chosen. Particular attention was devoted to the analysis of the effects of grammatical gender of the two gender language (Italian) on neuter nouns in three gender languages (Croatian and Slovene). The results of both monolingual and bilingual participants in the case of neuter nouns have shown strong effects of grammatical gender on the perception of masculinity or femininity of the presented occurrences, as well as its absence in all groups of participants in cases which are strongly culturally conditioned. We believe that the results of the six groups of participants showed that the observed patterns of effects of grammatical gender on the categorization of objects cannot be interpreted as a coincidence or result based on one language pair. Since different results and interpretations have often been attributed to research with different and only one language pair, the results of this research based on three different groups of bilinguals and three groups of monolinguals will supplement the previous findings of the grammatical gender effects on categorization of objects.

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Je li konkretnije i/ili predočivije ujedno i frekventnije?

Iako se suvremena semantička i psiholingvistička istraživanja ne slažu po pitanju izjednačavanja tj. razdvajanja kategorija predočivosti i konkretnosti, u istraživanju polazimo od pretpostavke da je riječ o dvjema različitim kategorijama. Naime predočivost određujemo kao brzinu odnosno lakoću kojom stvaramo mentalnu sliku referenta, dok kategoriju konkretnosti razumijemo kao dostupnost referenta osjetilnome iskustvu. Cilj je istraživanja usporediti rezultate procjene predočivosti i konkretnosti glagola uzevši u obzir subjektivnu i objektivnu frekvenciju riječi. Istraživanje je provedeno na korpusu od 1000 glagola u dvije etape. U prvoj, ispitanici, studenti Filozofskog fakulteta, procjenjivali su konkretnost i subjektivnu čestoću na ljestvici od 1 do 5. U drugoj su fazi ispitanici procjenjivali predočivost riječi, a svaki je ispitanik procjenjivao 100 riječi. S obzirom na to da glagoli označavaju radnje ili stanja, a ne konkretne predmete, u istraživanju polazimo od pretpostavke da će u odnosu na imenice biti ocijenjeni kao manje konkretni tj. apstraktniji, te da odnos među kategorijama predočivosti i konkretnosti ne bi nužno trebao biti podudaran. Polazeći od te pretpostavke analiziramo odnos frekvencije i predočivosti, odnosno frekvencije i konkretnosti. Kada je riječ o frekvenciji, koristimo dvije mjere – subjektivnu frekvenciju kao subjektivnu procjenu o tome koliko se ispitanik često susreće s određenom riječi i pravu, objektivnu frekvenciju, tj. čestoću pojavljivanja riječi u korpusu .hr domene mrežnog korpusa hrWaC. S obzirom na to da predočivost razumijemo kao kategoriju koja se odnosi na znanje o svijetu ispitanika, cilj je istraživanja ispitati korelira li povećanje bilo koje od ovih dviju mjera frekvencije s procjenama ovih dviju kategorija, odnosno hoće li niskokonkretni glagoli biti rangirani kao predočiviji ako je frekvencija (subjektivna ili objektivna) viša, tj. hoće li visokokonkretni glagoli biti niže rangirani ako je frekvencija niža. Ovakvom usporedbom moći će se dodatno istražiti i odnos između objektivne i subjektivne frekvencije.

Are more concrete and/or more imageable items more frequent?

Even though contemporary semantic and psycholinguistic research disagree when it comes to separating or identifying the categories of imageability and concreteness, this research starts from the assumption that we are dealing with two different categories. Namely, imageability is defined as the speed, or the ease, with which we create a mental image of the referent, while we interpret the category of concreteness as the availability of the referent to sensory experience. The aim of this research is to compare imageability and concreteness ratings of verbs, taking into account both the subjective and objective frequency of the word. The research has been conducted on a corpus of 1,000 verbs in two stages. In the first stage, students of the Faculty of Humanities and Social Sciences in Zagreb evaluated the concreteness and subjective frequency on a scale from 1 to 5. In the second stage, the respondents evaluated the imageability of the words. Each respondent rated 100 words. Taking into account the fact that verbs designate actions or states, not concrete objects, the research starts from the assumption that, compared to nouns, the verbs will be rated as less concrete, i.e. more abstract, but that the relationship between the categories of concreteness and imageability would not be one of identity. Starting from this assumption, we analyse the relationship between frequency and imageability as well as between frequency and concreteness. When it comes to frequency, we use two measures – subjective frequency as a subjective estimate of how often the respondent encounters a particular word and real, objective frequency, i.e. how often the word appears in the hrWaC corpus of web content from the .hr domain. Since we interpret imageability as a category that refers to the respondents' knowledge of the world, the goal of the research is to test whether the increase of any of these two measures of frequency correlates with the ratings of these two categories, i.e. whether low-concreteness verbs will be ranked as more imageable if their frequency (either subjective or objective) is higher or high concreteness verbs will be rated lower if their frequency is lower. By making such comparisons, we would also be in a position to further explore the relationship between objective and subjective frequency.

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Govorne pogreške i izgovorne geste: elektropalatografsko istraživanje

Istraživanja nehotimičnih govornih pogrešaka u svrhu otkrivanja procesa u ljudskom umu tijekom govorne proizvodnje imaju dugu tradiciju i važna su za cjelovito razumijevanje govorno-jezičnog procesiranja. Ipak, mnoga su temeljna pitanja u tom području još uvijek otvorena, pa tako i pitanje najmanje jedinice zahvaćene pogreškom. Naime, neka istraživanja pokazuju kako se pogreška može dogoditi i na razini manjoj od glasnika, točnije, na razini izgovorne geste (McMillan i Corley 2010, Mowrey i Mackay 1990). Takve su pogreške Mowrey i Mackay (1990) nazvali gradacijskim pogreškama, jer nisu posljedica supstitucije jednog fonema drugim, već dolazi do stupnjevitog pomaka u artikulaciji zbog aktivacije više od jednog fonema u isto vrijeme. Gradacijske pogreške često nije moguće otkriti perceptivnom ili akustičkom analizom, već je nužno primijeniti istraživačke tehnike poput elektropalatografije. Elektropalatografija je instrumentalna tehnika za istraživanje govorne kinematike kojom se bilježe i analiziraju jezično-nepčani dodiri tijekom govora (Gibbon i Nicolaidis 1999). Govorne pogreške u hrvatskom do sada nisu bile istraživane tehnikama za istraživanje govorne kinematike, pa je gradacijska priroda govornih pogrešaka u hrvatskom relativno neistražena. Stoga je cilj ovoga rada elektropalatografijom analizirati nehotimične govorne pogreške u hrvatskom i istražiti radi li se o kategorijalnim ili gradacijskim pogreškama. Pretpostavka je bila da će se, osim kategorijalnih pogrešaka, analizom pronaći i gradacijske pogreške. U istraživanju je korišten dio govornog materijala iz simultanog elektropalatografskog i akustičkog korpusa R-kor. U istraživanje je uključeno deset ispitanica prosječne starosti 20 godina. Sve su ispitanice iz sjeverozapadne Hrvatske i urednog su govornog i slušnog statusa. Govorni materijal bio je prilagođen tako da potiče pogreške u glasnicima /r/ i /l/ (ciljani fonemi) u brzalici „Kralj Karlo i kraljica Klara krali klarinet". Slušnu kategorizaciju izgovora fonema izvršili su autori rada. Svaka realizacija fonema /r/ i /l/ analizirana je pomoću 11 elektropalatografskih parametara: jezično-nepčani dodir u svakom redu elektroda (1-8), dodir na zubnom i nadzubnom mjestu artikulacije te težište jezično-nepčanog dodira. Rezultati su pokazali da pogreške u oba analizirana glasnika vrlo često nisu kategorijalne, već gradacijske. Neke pogreške bile su perceptivno nezamijećene iako je elektropalatografska analiza ukazivala na pogrešan izgovor i obrnuto. Rezultati se raspravljaju u kontekstu Kaskadnoga modela fonološkog kodiranja (Goldrick i Blumstein 2006).

Speech errors and articulatory gestures: an electropalatographic investigation

There is a long tradition of research into speech errors and they are important for complete understanding of speech production processes. Open questions in the area still exist and one of those questions is what the smallest unit of speech is that can be affected by an error. Several studies show that speech errors can occur in a unit smaller than speech sound, i.e. at the level of articulatory gesture (McMillan and Corley 2010, Mowrey and Mackay 1990). Such errors are often called gradient (Mowrey and Mackay 1990), because they do not result in the substitution of one sound with another, but they occur as gradual shifts in articulation due to the activation of more than one phoneme at the same time. Gradient speech errors are often impossible to detect by perceptual or acoustic analyses and instrumental techniques such as electropalatography (EPG) need to be used. EPG is an instrumental technique which enables us to record and analyse tongue-to-palate contact patterns during speech (Gibbona and Nicolaidis 1999). Instrumental kinematic investigations of speech errors in Croatian are non-existent and their gradient nature is relatively underinvestigated. The aim of this investigation is to use EPG to analyse unintentional speech errors in Croatian and investigate their categorical versus gradient nature. We hypothesize that there will be evidence of gradient speech errors in Croatian. Speech material was extracted from the simultaneous acoustic and electropalatographic corpus of Croatian speech (R-kor). Ten female speakers of Croatian with the mean age of 20 took part in this investigation. Speech material was designed to facilitate speech errors in sounds /r/ and /l/ in the tongue twister "Kralj Karlo i kraljica Klara krali klarinet". Auditory classification of phoneme productions was performed by the authors. Each phoneme production was analysed using 11 EPG indices: a set of 10 area indices and the centre of gravity. The results showed that speech errors in /r/ and /l/ are often gradient rather than categorical. Some errors were not detected perceptually although they were detected in the EPG signal and vice versa. The results are discussed in terms of the Cascading model of phonological encoding (Goldrick and Blumstein 2006).

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An eye-tracking study of Transfer-of-training effects in Processing Instruction

The psycholinguistic-based, pedagogical approach, Processing Instruction (VanPatten 1993) attempts to manipulate second language (L2) input to alter learners' default processing principles and instil more appropriate ones to ensure correct processing. Research has shown positive effects of this intervention with various languages and linguistic items (VanPatten and Cadierno 1993, VanPatten and Smith 2015, Benati and Angelovska 2015). Transfer-of-Training benefits for learners interpreting secondary and cumulative target features have also been seen (Laval 2008). This suggests that Processing Instruction not only effects the processing of the target linguistic item in the instruction but also linguistic items not presented in the instruction. The correct interpretation of linguistic items that learners have not received instruction on suggests that Processing Instruction affects learners' cognitive processing strategies. Previous research on this aspect has been carried out via pen and paper studies however through the neurolinguistics research method of eye-tracking, this study sought to build on Laval's research on the Transfer-of-Training effects in online, uninterrupted processing. The contemporary, online measure of eye-tracking provides a "window into the mind" of the language learner, registering eye movement behaviour of a learner in moment-by-moment comprehension and processing. A TOBII Pro TX300 eye-tracker was used to measure participants' default processing strategies when processing linguistic input and any change in processing after receiving PI. French students at the University of Greenwich received instruction on the primary target linguistic feature and were subsequently tested on two additional linguistic items. The data shows, in real-time, how learners process linguistic data, applying Reichle's and Rayner's (Rayner 1998, Reichle *et al.* 2006) assumption of an eye-mind link, assuming overt attention, as shown in eye-movements, displays covert cognitive processes. This study provides evidence of the cognitive benefits of Processing Instruction and offers further support for the use of contemporary, online, research measures in Second Language Acquisition research.

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Minimalna satnica s maksimalnim ishodima. Prijedlozi za izvedbu nastave hrvatskoga kao stranog jezika u osiromašenom akademskom kurikulumu

Poučavanje bilo kojega stranog jezika kompleksan je proces kojemu nije dovoljno pristupiti sa samo jednoga teorijskog aspekta premda se to u praksi često čini. Naglasak se u većini slučajeva stavlja na poučavanje četiriju jezičnih vještina (slušanje, čitanje, govorenje i pisanje) i gramatike, dok se na kognitivne aspekte učenja još uvijek uglavnom ne obraća dovoljno pozornosti. Povodom promjene kurikuluma studija hrvatskoga jezika na Filozofskom fakultetu pri Sveučilištu u Amsterdamu (Faculteit der Geesteswetenschappen van de Universiteit van Amsterdam) kojom je smanjen broj ECTS-a predviđen za nastavu hrvatskoga (i srpskoga) jezika, odlučili smo osmisliti novi program s naglaskom na interdisciplinarno područje kognitivne znanosti koja ima važnu ulogu u učenju stranog jezika. Pri izradi tog programa koristili smo se Zajedničkim europskim referentnim okvirom za jezike, a ishode učenja definirali smo vodeći se rezultatima suvremenih istraživanja. Budući da je riječ o poučavanju hrvatskoga u zemlji u kojoj se taj jezik ne govori (dakle bez mogućnosti uranjanja) te da se pritom poučava u kombinaciji sa srpskim jezikom, proces poučavanja bit će kvalitetniji i efikasniji ako se kompetencije definirane između ostaloga i u knjizi „Hrvatski B1 − opisni okvir referentne razine B1" prilagode kognitivnim sposobnostima studenata na toj razini poznavanja jezika. Usporedili smo relevantne podatke iz dosad objavljenih radova na tu temu te kvalitativno analizirali različite pristupe poučavanju stranih jezika. Tijekom izrade kurikuluma proveli smo i anketu kojom smo ispitali stavove studenata o uvođenju engleskoga kao jezika nastave umjesto dosad korištenog nizozemskog. Svakako treba voditi računa o činjenici da je pri formalnom učenju jezika na visokoškolskoj ustanovi riječ o akademskom kontekstu koji se bitno razlikuje od onoga kakav se susreće na različitim jezičnim tečajevima. Cilj nam je novim inačicama programa prilagoditi postojeći kurikulum za učenje hrvatskoga jezika smanjenom broju ECTS-a (npr. uvođenjem e-kolegija u nastavu), ali i naglasiti ulogu studenata kao važnog čimbenika u procesu učenja i poučavanja jezika. Predložene bi inačice mogle poslužiti kao polazišta za daljnja istraživanja kognitivnih aspekata učenja stranih jezika.

Minimum learning hours − maximal efficiency. Proposals for teaching Croatian as a foreign language within the impoverished academic curriculum

Teaching a foreign language is a complex process which encompasses not just one theoretical aspect (as often done in teaching practice) but a wide range of them. The emphasis is chiefly put on teaching the four language skills (listening, reading, speaking and writing) and grammar, while the cognitive aspects of learning are still not receiving enough attention. As a result of the changes in the curriculum for learning Croatian language at the Faculty of Humanities at the University of Amsterdam by which the number of ECTS credits for learning Croatian (and Serbian) language was reduced, we have decided to devise a new programme with an emphasis on the interdisciplinary field of cognitive science which plays an important role in learning a foreign language. In the programme development, the Common European Framework of Reference for Languages was used while learning outcomes were based on the findings of contemporary research. As the learning context at the University of Amsterdam implies that Croatian is not spoken among the people in everyday life (there is no possibility of language immersion) and that it is taught at the Faculty in combination with Serbian language, the whole teaching process will improve if the competences, defined as well in the book "Hrvatski B1 − opisni okvir referentne razine B1", are adapted to the cognitive abilities of students at this level of language knowledge. The relevant data from previously published papers on this subject have been compared and a qualitative analysis of different approaches to teaching foreign languages was made. During the process of curriculum development, a survey about students' attitudes towards introducing English as a teaching language instead of Dutch was also conducted. It is important to take into consideration the fact that in formal language learning at a higher education institution we meet an academic context that is fundamentally different from what is encountered at different language courses. Our aim is to develop new versions of the programme and adapt the existing Croatian language learning curriculum according to the reduction of ECTS credits (e.g. through implementation of e-course), but also to emphasise the significance of students in the process of learning and teaching the language. The proposed versions could serve as a starting point for further research into the cognitive aspects of language learning.

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U potrazi za standardnim izgovorom

Krenemo li od pretpostavke da su standardne jezične ostvaraje najpozvaniji prosuđivati kompetentni govornici hrvatskoga jezika, cilj je istraživanja propitati imaju li oni usklađenu predodžbu standardnoga izgovora. Istraživanje se provodi u domeni javnoga diskursa, i to u emisiji Govorimo hrvatski na Hrvatskome radiju, u kojoj govore jezikoslovci. Unutar tradicionalne metodologije ortoepskih istraživanja jezikoslovci se smatraju relevantnom skupinom govornika budući da se ubrajaju u tzv. profesionalne govornike. Metodološka je novina u ovome radu što se osluškivanje i procjena javnoga govora jezikoslovaca provodi dvosmjerno, s aspekta: 1) kompetentnih slušalaca (naime, „kompetentni govornik prepoznaje se u uhu kompetentnoga slušaoca", Martinović i Matešić 2017) te 2) samih kompetentnih govornika čiji se govor procjenjuje. Istraživanje počiva na pretpostavci da će govornik u konkretnoj situaciji javnoga govora u spomenutoj emisiji svjesno težiti neutralnome govoru, i to krećući se u rasponu ortoepskih odabira za koje je uvjeren da su istodobno dovoljno prihvatljivi i stručnjacima i laicima (budući da slušateljsku publiku potencijalno čine i jedni i drugi, iako je emisija zbog svojega sadržaja primarno usmjerena potonjima). Uporišta za 1) procjenu ortoepskih ostvaraja definiramo na segmentnoj razini (posebice u boji samoglasnika i suglasnika) te na suprasegmentnoj razini prozodije riječi (u šest točaka kojima se ostvaruje primicanje normi i odmicanje od nje: tonski ili dinamički ostvaraj naglaska, mjesto naglaska, prokliza, silazni ton izvan početnoga sloga, (ne)izgovor zanaglasnih dužina i hiperkorekcije). Šest akcentologa (2 fonetičara i 4 kroatista) preslušat će i procijeniti na ljestvici standardnosti, neutralnosti i općeobveznatosti govor 30 jezikoslovaca. Ondje gdje se većina akcentologa usuglasi da je odslušani govor standardan i neutralan, potražit će se zajedničke značajke tih govora. Samoprocjena kompetentnih govornika ide pak u smjeru opće ocjene poželjnosti vlastitoga govora na ljestvici standardnosti i neutralnosti. Cilj je dati smjernice za opisivanje standardnoga i neutralnoga govora, jer su danas uzus i kodeks dosegnuli jaz koji je potrebno premostiti „osvježenim" i nedvosmislenim opisom standardnoga izgovora (posebice njegove naglasne norme).

In search of standard pronunciation

Starting from the assumption that judgments of Croatian language can be made only by competent speakers, the aim of the research is to see whether competent speakers agree upon the concept of the standard pronunciation. The research is based on speech analysis in the field of public discourse where a standard variety is expected – the speech corpus includes the commentaries of Croatian linguists broadcast on Croatian Radio in the educational program "We speak Croatian". In the traditional methodology of the research of standard pronunciation linguists are considered to be competent speakers since language is their profession. The methodological novelty in this research is that assessing the speech of linguists will be done bidirectionally: the pronunciation prestige will be evaluated by (1) competent listeners ("The competent speaker is recognized in the ear of the competent listener", Martinović and Matešić 2017), and by (2) the competent speakers themselves. We assume that the speakers in the observed specific communication situation of public speech consciously intend to speak neutrally, within the range of pronunciation choices that they believe to be sufficiently acceptable to Croatian language experts as well to nonprofessionals/laity. The basis for (1) the assessment of the pronunciation we define on the segmental level (especially in the timbre of vowels and consonants) and on the suprasegmental level of word prosody (in six prosodic elements where the deviation from the normative standard can be detected: pitch or stress accent system, place of the stress, pitch-accent retraction, falling pitch accent on the non-first syllables, pronunciation of the postaccentual lengths, and hypercorrection). Six accentologists (2 phoneticians and 4 Croatists) will listen and evaluate the neutrality of 30 linguists − Croatists. Where most of the accentologists agree that spoken speech is standard and neutral, the common features of these speeches will be sought. The aim is to provide guidelines for describing standard and neutral speech because today the language codex and language use has reached a gap that needs to be overcome by a "refreshed" and unambiguous description of standard pronunciation (especially of the accentual norm).

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Articulation rate and speech rate in monolingual and bilingual speech: a study on Croatian and Italian

There are only few studies that investigated rhythm in bilinguals. In a research on speech rhythm and rhythm metrics in bilinguals of German and Italian Schmid and Dellwo (2012, 2013) calculated the articulation rate − AR (syllables/second, pauses excluded) and the speech rate − SR (syllables/second, pauses included) on a corpus of read speech. They found out that bilinguals exhibit intermediate values in both languages. In another research (Dellwo and Schmid 2015) it has been established that (i) AR and SR are language-dependent and (ii) that speakers have different ways to control the articulators. Building up on previous studies on speech rhythm (Giannini 2005, Schmid and Dellwo 2015), in the present research I calculated the AR, the SR and the duration of pauses in simultaneous bilinguals of Croatian and Italian. The test subjects were divided into 3 groups of speakers: 1) monolingual Italians (Veneto); 2) monolingual Croatians (Istria) and 3) bilinguals of Croatian and Italian (Istria). Each group consisted of 10 speakers. All the speakers were female and had the same level of education (EQF level 6). The aim of the study was the following: (i) to compare the AR and SR in Italian to the AR and SR in Croatian; (ii) to understand which values the bilinguals exhibit in both languages (i.e. if AR and SR of the bilinguals are different from those of the two monolingual groups and if so, how they are different). The subjects were recorded performing a reading task. The material was segmented manually into 3 Praat-tiers: 1) syllables; 2) pauses and 3) total duration of the reading. Finally, a Praat script calculated the AR and SR indices. The data obtained was tested with the one-way ANOVA statistical test and the post-hoc Tukey HSD. The results showed that 1) AR, SR and pauses are language-specific (there is a statistically significant difference between Croatian and Italian monolinguals), which confirms that they are language-dependent; 2) there are inter-individual differences; 3) the bilinguals read slower in both the languages with respect to the two groups of monolinguals.

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Misliti vs. *razmisliti*: pragmatics and semantics of thinking in Croatian

Thinking is an activity that is limited to an individual's 'inner world'. However, one of the key goals of human communication is to gain access to what is going on in the minds of interlocutors and to enable others to gain access to one's 'inner world'. For this reason, cognitive verbs play an important role in our lives and communication, and, in Croatian, among them the verb 'misliti' ('to think') stands out since it is considered to be one of the basic verbs (if not the basic verb) that is used to refer to the cognitive processes that take place in our mind. However, previous research has revealed an interesting finding – the verb 'misliti' is primarily used to refer to a state, in which case the pragmatic senses 'consider' and 'believe' are more common, and only in about one fifth of instances of its usage it is actually employed to refer to cognitive processes. Our hypothesis is that this is the case because Croatian has a prefixed verb 'razmisliti' which lexicalises the process sense. In order to test this hypothesis we analysed one thousand instances of the use of the verb 'razmisliti'. The corpus used was hrWaC (Croatian web corpus). Our results seem to support our hypothesis since in almost three quarters of the total number of instances of its use this verb is used in the cognitive process sense. Therefore, it would seem that these two verbs have specialised meanings in Croatian: 'misliti' is primarily used to refer to states (predominantly pragmatic senses), while 'razmisliti' is primarily used to refer to cognitive processes.

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Tko odlučuje tko će 'zavrtiti rundu': analiza pogrešaka pri uporabi engleskih idioma u studenata engleskoga jezika i srednjoškolaca

Pogreške su integralni i neizbježni dio procesa usvajanja i učenja jezika. Izvori im se pripisuju međujezičnome i unutarjezičnome prijenosu, kontekstu učenja i komunikacijskim strategijama (Brown 2000), što rezultira i odgovarajućom tipologijom pogrešaka. Suvremeni pristupi analizi pogrešaka promiču stav da se učenikov sustav inoga jezika neprestano mijenja i 'raste', pa se pogreške prema tome ne bi trebalo smatrati nedostatkom, nego bitnom i pozitivnom odlikom procesa usvajanja ili učenja jezika i indikatorima trenutnih poimanja ciljnog jezika iz perspektive učenika jezika (James 1998:7). Da bi se utvrdile vrste i uzroci pogrešaka u učenikovom sustavu inoga jezika, provedeno je istraživanje na studentima prve i treće godine diplomskog studija Engleskog jezika i književnosti te maturantima jezične gimnazije u Osijeku Iako su u istraživanju obuhvaćene i klasificirane pogreške na svim temeljnim razinama jezične analize, poseban naglasak i u materijalima i u analizi stavljen je na pogreške u poimanju i prijevodima frazeoloških jedinica, čija se kulturna uvjetovanost te (stupnjevita) kompozicionalnost pokazala poticajem kako za pozitivni, tako i za negativni transfer (James 1998) pri usvajanju i učenju. Metodologija istraživanja obuhvaća prikupljanje podataka pomoću testa te analizu rezultata testa i podataka prikupljenih tijekom dugogodišnje nastavne prakse autora. Kvalitativna i kvantitativna analiza pogrešaka metodološki prati algoritam Gass i Selinkera (2008), obuhvaćajući klasifikaciju i kvantifikaciju pogrešaka. Razmatraju se potencijalni izvori pogrešaka i predlažu načini njihova ispravljanja. Uočene su pogreške kategorizirane oslanjanjem na teorijski okvir Geeraertsova (2002) prizmatičnog modela semantičke interpretacije idioma, koji je poslužio i kao teorijska podloga za interpretaciju rezultata, prvenstveno zbog svoje utemeljenosti na kognitivnolingvističkim konstruktima. Među potonjima izdvajaju se konceptualne metafore i metonimije, čiji će se utjecaj kao motivacijskih čimbenika promotriti kako u odnosu na kognitivnolingvističke debate o njihovoj univerzalnosti i(li) kulturnoj specifičnosti (Kövecses 2005), tako i glede njihove uloge kao potencijalnih izvora unutarjezičnog i međujezičnog transfera kao izvora pogrešaka.

Who will "call a round" and who will "call the shots": error analysis of the use of idioms by university and secondary school learners

Errors are an integral and inevitable part of the second language acquisition and learning process. Their sources are attributed to interlingual and, intralingual transfer, context of learning and communication strategies (Brown 2000), which result in corresponding typology of errors. Contemporary approaches to error analysis promote the view shown that the learners' second language (L2) system is constantly changing and 'growing', and that errors should not be seen as a 'failure', but rather as a positive and essential feature of the second language acquisition and learning process and a register of the language learners' current perspective on the TL" (James, 1998: 7). In order to test the hypothesis an investigation was conducted among first and third year students of English language and literature. The investigation focused on analysis of errors they make when expressing themselves in oral and written form in English. In addition, a parallel investigation was carried out with senior grammar school learners of English. Although the investigation includes categorized errors on all basic levels of language analysis, a particular emphasis in both the materials and the analysis was placed on cognition and translation of errors of phraseological units whose cultural conditioning and (varying degree of) composition, has shown to be simulative for both the positive and negative transfer (James 1998) in acquiring and learning. The methodology of the investigation comprises the collecting of data with the help of a test and an analysis of the test results and data collected during the longstanding teaching practice of the authors. The qualitative and quantitative error analysis follows the algorithm of Gass and Selinker (2008) and includes the classification and quantification of errors. Moreover, potential sources of error are being considered and as well as ways to correct them. The spotted errors were categorized based on the theoretical framework of Geeraerts's prismatic model (2002) of the semantic interpretation of idioms, which also served as the theoretical basis for the interpretation of the results, primarily due to their being founded on cognitive linguistic constructs. Among them conceptual metaphors and metonyms stand out, whose influence as a motivational factor will be examined both in relation to cognitive linguistic debate on their universality and/or) cultural specificity (Kövecses 2005), as well as their role as potential sources of interlingual and, intralingual transfer, as sources of errors.

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Hrvatski politički diskurs u internetskoj komunikaciji

Proteklih je godina u Hrvatskoj održano nekoliko izbora, predsjednički potkraj 2014. i početkom 2015., parlamentarni 2015. i 2016. te lokalni 2017., s manje-više istim političkim akterima, što je i u internetskoj komunikaciji, osobito na mrežnim forumima i na društvenim mrežama, rezultiralo brojnim raspravama o hrvatskim političarima i hrvatskoj političkoj sceni. U takvu je kontekstu ostvareni jezik, zbog svojevrsne slobode koju pruža neformalno okruženje i moguće anonimnosti sudionika, vrlo gibak i pun stvaralačke energije, afektivnih dimenzija, jezičnih dosjetaka. Obilježja hrvatskoga jezika na internetskim forumima i društvenim mrežama dosad su malo istraživana. Budući da jezična obilježja internetske komunikacije nisu ujednačena, oslanjamo se na podjelu kakvu predlaže David Crystal u svojoj knjizi Language and the Internet (2006), razaznajući barem sedam tipičnih internetskih situacija s donekle različitim obilježjima, prema kojoj naš korpus, mrežni forumi i društvene mreže, pripada asinkronim pričaonicama. Cilj nam je istražiti i opisati jezična obilježja primjera mrežnoga političkoga diskursa u internetskoj komunikaciji u navedenom razdoblju na tvorbenoj i leksičkoj razini. Pri tom se pod nazivom politički diskurs obuhvaćaju jezični ostvaraji političkoga sadržaja, rasprave o domaćim političkim temama među sudionicima, sugovornicima u mrežnoj komunikaciji, dakle interakcijska i komunikacijska jezična razina. Analizirani će se primjeri obraditi prema vrstama riječi i prema tvorbenim načinima, sukladno raščlambi kakva je primijenjena u Tvorbi riječi u hrvatskome književnom jeziku (2002) Stjepana Babića. Promatraju se ponajprije leksemi kojima se imenuju pripadnici političkih stranaka i ostali sudionici hrvatske političke scene. Analizom korpusa na temelju kritičke analize diskursa i pragmatike utvrđuju se tvorbeni postupci kojima nastaju takvi leksemi, njihove semantičke osobitosti i pragmatički učinci. Očekuju se inovacije na leksičkoj razini u smislu čestih semantičkih pomaka, često i pejorativnih konotacija, zbog toga što se uobičajeni tvorbeni modeli u određenoj mjeri iskrivljuju i zaobilaze. Tako pri preoblikama nastalih tvorenica zatječemo neočekivana, neuobičajena tvorbena značenja ili tvorbenim postupcima nastaju neuobičajene tvorenice.

Croatian political discourse in Internet communication

In Croatia, several elections were held in the last few years: presidential at the end of 2014 and the beginning of 2015, parliamentary in 2015 and 2016, and local in 2017, with more or less the same political actors. In Internet communication, especially in online forums and social networks, that resulted in numerous discussions on Croatian politicians and the Croatian political scene. Due to the kind of freedom provided by the informal environment and the possible anonymity of the participants, language realizations in this context have been full of creative energy, affective dimensions, and lexical playfulness. The characteristics of Croatian language on internet forums and social networks have not been examined in extent. Since the linguistic features of Internet communication are not homogeneous, we rely on the perspective by David Crystal described in his book Language and the Internet (2006). He suggests that the Internet contains at least seven typical situations with somewhat different features. Our corpus, network forums and social networks, belongs to asynchronous chatgroups. This paper explores and describes the linguistic features of online political discourse examples in the mentioned period on both word formation and lexical levels. Political discourse, in this context, includes linguistic realizations of political content, discussion of domestic political topics among participants in network communication, encompassing both the interactive and communicative levels. The analysed examples will be structured according to parts of speech and word formation models in accordance with *Tvorba riječi u hrvatskome književnom jeziku* (2002) by Stjepan Babić. The analysis focuses primarily on lexemes that name members of political parties and other participants of the Croatian political scene. Corpus analysis based on critical discourse analysis and pragmatism determines the word-formation processes, semantic idiosyncrasies and pragmatic effects. Lexical innovations are expected in the sense of frequent semantic shifts, often with pejorative connotations, since usual models are somewhat distorted and circumvented. Therefore, the newly formed lexemes bear unexpected, unusual lexical meanings or they do not correspond to conventional, expected models.

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Creating medical glossary for classroom purposes

Using vocabulary in the ESP classroom is usually driven by the question "What vocabulary do ESP students need?" There is no straightforward answer and the attention should be paid to the kind of ESP learners are focused on, their goals, their level of proficiency and the available time for learning. When dealing with medical students, the vocabulary they need is connected with the body systems they analyse during the year and the presentations they have to give both during their English class and at conferences which they might attend. Their level of proficiency is quite high, though they still lack some presenting skills. However, their biggest problem is the lack of time, so they need the vocabulary they can grasp and acquire easily. That was the purpose of the project taken on the second year of the School of Medicine in Zagreb, where students had to collect words and their collocations most useful for their second-year topics which included respiratory system, musculoskeletal system, nervous system, blood system and lymphatic system and immunity. This talk will start with the short history of ESP and its impact on the classroom. Theoretical background will include the works of Schmitt (2010) who points out the importance of consulting with experts in a specialist field. Nation (2008) emphasizes the problem of the size of the specialized vocabulary which can vary between 1,000 to 5,000 words. Woodward-Kron (2008) carried out a study in which they established that students' knowledge of a discipline is closely tied to the specialized language of that discipline. Also, the use of technical dictionaries as a help in identifying vocabulary will be mentioned (Chung and Nation 2004). However, this research will be based on students' findings of the words they think are the most useful for their purposes. They will collect words while preparing their presentations on certain body systems and combine them in the glossary useful for all medical students. The starting hypothesis was that students are able to discern which vocabulary could be more useful for their future profession, including both individual words and collocations. They were given example which should provide them a model for their glossaries. The study is carried out from November 2017 to February 2018. In the end, the conclusion will be brought based on the analysis of the methods used by students and words and collocations included in their medical glossary.

Izrada medicinskog glosara za uporabu u razredu

Uporabu vokabulara u učioni u kojoj se poučava engleski za posebne namjene (ESP) obično potiče pitanje "Koji vokabular je potreban studentima ESP-a?" Nema jednoznačnog odgovora i trebalo bi se pozabaviti na što su usmjereni učenici ESP-a, koji su njihovi ciljevi, njihov nivo znanja i dostupno vrijeme učenja. što se tiče studenata medicine, vokabular koji im je potreban povezan je sa sustavima koje analiziraju tijekom godine, kao i prezentacijama koje trebaju održati na satu engleskog ili konferencijama kojima će prisustvovati. Njihovo poznavanje engleskog je prilično visoko, iako imaju nedostaju neke prezentacijske vještine. Međutim, njihov najveći problem je nedostatak vremena, pa im je potreban vokabular do kojeg mogu lako doći lako ga savladati. to je bio i cilj projekta na drugoj godini Medicinskog fakulteta u Zagrebu, gdje su studenti trebali sakupljati riječi i njihove kolokacije najkorisnije za teme na drugoj godini koje su uključivale respiratorni sustav, muskuloskeletni sustav, živčani sustav, krvni sustav, te limfni sustav i imunitet. Ovo predavanje će početi s kratkom poviješću ESP-a i njegovim utjecajem na razred. Teoretska pozadina će uključivati radove Schhmitta (2010) koji ističe važnost savjetovanja sa stručnjacima u specijalističkom području. Nation (2008) naglašava problem veličine specijaliziranog vokabulara koji se kreće između 1,000 i 5,000 riječi. Woodward-Kron (2005) su proveli ispitivanje u kojem su utvrdili da je studentsko poznavanje discipline blisko povezano sa specijaliziranim jezikom te discipline. Također i uporaba tehničkih rječnika kao pomoć u utvrđivanju vokabulara će se spomenuti (Cheng i Nation 2004). Međutim, istraživanje će se temeljiti na riječima koje će studenti prikupiti i za koje će smatrati da su najkorisnije za njihovu svrhu. Oni će prikupljati riječi tijekom priprema prezentacija o određenom tjelesnom sustavu i spojiti ih u glosar koristan za sve studente medicine. Početna hipoteza je da studenti mogu utvrditi koji vokabular je najkorisniji za njihovu buduću struku, uključujući i pojedinačne lekseme, kao i kolokacije. Dobili su primjer koji je trebao poslužiti kao model za glosare. Istraživanje se provodi od studenog 2017. do veljače 2018. Na kraju će se donijeti zaključak na temelju analize riječi i kolokacija uključenih u studentski medicinski glosar.

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Acquisition of spatial prepositions: differentiation between over and above by Macedonian learners of English

This paper explores the acquisition of the spatial prepositions over and above by learners of English with L1 Macedonian. The main goal is to investigate if and how the differences in the expression of equivalent spatial relations in the learners' mother tongue affect the acquisition dynamics of these two prepositions. For that purpose a contrastive analysis is carried out applying the cognitive semantics approach as advocated by Talmy (2000). I investigate the features of the Macedonian preposition nad, which expresses "higher than the base/landmark" relations and then analyze how these features are distributed in the lexical meaning of the prepositions over and above. The comparison serves as a basis for creating hypotheses regarding the possible positive and negative crosslinguistic influence. Considering the fact that Macedonian uses only one preposition (nad) to express the basic spatial meanings of the two English prepositions (see Mitkovska and Bužarovska 2012), we can expect certain difficulties. However, it is assumed that Macedonian speakers are aware of certain differences in the topology of the vertical relations even though they are not lexicalized in different prepositions in their mother tongue and that such distinctions in the prepositions over and above are well noticed by the learners. Consequently, Macedonian learners find it easier to distinguish the spatial uses of over and above in situations where these topological features are present, but the functional distinctions are more difficult to spot. To test the hypotheses a questionnaire was designed, consisting of drawings supplied with sentences which the respondents were asked to complete with the appropriate preposition. It was conducted on learners of English at B1, B2 and C levels in order to compare how the acquisition progresses across levels. The same questionnaire was completed by native speakers of American English and the results were compared with those of the learners.

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Attention vs. perception: reconsidering linguistic relativity

The debate between tenants of universalism and tenants of linguistic relativity has been mostly framed in an opposition between assuming the universality of human perception (and the correlated assumption that language was shaped by perception) and assuming the existence of "worldviews" associated with specific languages on par with the perceptual umwelt of biological species. My aim will be to show that in the study of languages, and typically of categorization patterns, the main issue is not the relation between language and perception but the relation between language and attentional patterns (as selective perception). This demonstration will be based mostly on a detailed comparative study of categorization of living organisms among different Amazonian languages (e.g. Wayampi, Palikur, Wayana) and European ones (including scientific categorization). It will be shown that an exhaustive quantitative study of the semantic nature of the characterizers used for bird's names shows not only that languages differ notably in terms of what they pay attention to when it comes to naming something, but also that the fact of taking into consideration or not properties which are all perceptually accessible, cannot but modify the granularity and nature of the system of categorization, resulting in considerable variation in terms of number of biological ranks (Berlin 1992). It will be also shown that the classical distinction between folk classification and scientific classification does not hold, notably because named and unnamed groupings exist in both systems. I will further show that, consequently, speakers of a language when they learn its lexicon cannot but learn simultaneously which perceptually accessible distinctions deserve attention and which do not and can be overlooked. This implies that linguistic relativity can be proven on attentional ground and that inherited languages have indeed a capacity to shape attention and to introduce attentional biases. This also implies that the language and mind relationship is not reducible to the relation between language and perception, and that its attention dimension should receive more attention.

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Sull'uso del vocabolo 'balcanizzare' nell'italiano contemporaneo

Il presente lavoro si propone di riflettere sulla (ri)nascita e sull'ampliamento del campo semantico del termine 'balcanizzare' e dei suoi derivati nell'italiano contemporaneo. Molti elementi del lessico che nascono come termini di un determinato ambito settoriale, nel nostro caso del discorso politico, poi si diffondono, di solito con un allargamento del significato, vale a dire attraversano "il processo di determinologizzazione" (Meyer e Mackintosh 2000: 112). Il concetto di balcanizzazione risale all'inizio del Novecento e viene coniato nelle cancellerie europee per designare l'instabilità politica dell'area balcanica (cfr. Ferraccioli e Giraudo 2013: 212). Nell'arco di breve tempo il termine comincia ad essere utilizzato nel linguaggio politico in relazione ad altri contesti geografici, per indicare una situazione che riproduceva quel genere di processi. Inoltre, si diffonde anche il suo uso traslato, addirittura offensivo che presto diventa "sinonimo di regressione al tribale, al passato, al primitivo, al barbarico" (Todorova 2002: 17). In seguito alle guerre degli anni Novanta del Novecento che hanno sconvolto e frammentato i paesi sul territorio della ex-Yugoslavia, il termine si è rivelato particolarmente vivo e dinamico, anche fuori dell'ambito del linguaggio politico. Così, passando dal significato originale di 'disintegrazione territoriale' e 'instabilità politica' oggi lo troviamo nel significato di: a) ogni tipo di separazione o disintegrazione ('balcanizzare la Gran Bretagna'), b) innalzare delle barriere per rinchiudersi dentro i confini statali ('balcanizzazione del mercato finanziario europeo'), c) sgretolare, impoverire ('balcanizzazione dell'educazione'), d) formazione di gruppi isolati ('cyber-balcanizzazione'), e) banalizzare, semplificare ('balcanizzazione della liturgia') ed altri. Senza entrare nella complessa questione geopolitica della denominazione e delimitazione dei Balcani e avvalendosi dell'analisi del contenuto, questo contributo sarà incentrato sull'analisi del lessico e del contesto discorsivo in cui le parole in questione sono comunemente usate nella stampa italiana. Saranno selezionati gli esempi effettuando una ricerca basata sulla parola-chiave 'balcanizzare' e i suoi derivati (verbali 'balcanizzarsi', sostantivali 'balcanizzazione' e aggettivali 'balcanizzato/a/i/e') per riscontrarne la presenza e i significati che si sono profilati negli ultimi decenni. Lo scopo è quello di cogliere, attraverso gli esempi raccolti, i singoli contesti e processi in cui questi vocaboli si vanno a collocare e di osservare soprattutto i loro usi determinologizzati.

O upotrebi riječi 'balkanizirati' u talijanskom jeziku

Ovaj se rad bavi promišljanjem o (ponovnoj) upotrebi i proširenju semantičkog polja termina 'balkanizirati' i njegovih izvedenica u suvremenom talijanskom jeziku. Mnogi elementi leksika koji nastaju kao termini određenog specijaliziranog jezika, u našem slučaju političkog diskursa, učestalom upotrebom u svakodnevnom jeziku mijenjaju, uglavnom proširuju značenje, tj. prolaze kroz „proces determinologizacije" (Meyer i Mackintosh 2000: 112). Pojam 'balkanizirati' nastao je početkom 20.-og stoljeća u europskim uredima i u početku se odnosio na politička previranja na područja Balkana (v. Ferraccioli i Giraudo 2013: 212). U kratkom vremenu, pojam se počinje koristiti u političkom jeziku i u odnosu na druge zemljopisna područja opisujući situacije koje su stvarale istu ili sličnu vrstu političke nestabilnosti. Nadalje, pojam se širi i u prenesenom, uvredljivom značenju, te ubrzo postaje "sinonim za povratak na plemensko, nazadno, primitivno, barbarsko" (Todorova 2002: 17). Nakon ratova koji su devedesetih godina prošlog stoljeća pogodili i podijelili zemlje bivše Jugoslavije, riječ se pokazala vrlo živom i dinamičnom, pa se njezina upotreba širi i izvan političkog jezika. Polazeći tako od prvotnog značenja 'dezintegracije teritorija' i 'političke nestabilnosti', danas nailazimo i na sljedeća značenja: a) svaki oblik odcjepljenja i dezintegracije ('balkanizacija Velike Britanije'); b) podizanje barijera s ciljem zatvaranja unutar državnih granica ('balkanizacija europskog financijskog tržišta'); c) rasipati, usitniti (balkanizacija obrazovanja'); d) formiranje izoliranih skupina ('cyber-balkanizacija'); e) banalizirati, pojednostaviti ('balkanizacija liturgije') i druga. Ne ulazeći u složena geopolitička pitanja imenovanja i razgraničenja Balkana, te koristeći metodu analize sadržaja, ovaj je doprinos usmjeren na analizu leksika i konteksta u kojem se ta riječ najčešće koristi u talijanskim novinama. Primjeri će biti odabrani polazeći od ključne riječi 'balkanizirati' i njezinih izvedenica (glagolska 'balkanizirati se', imenska 'balkanizacija' i pridjevska 'balkaniziran/a/i/e') da bi se provjerila prisutnost i značenja koja su nastala posljednjih desetljeća. Cilj je, koristeći se prikupljenim primjerima, uočiti neke kontekste i procese u kojima se ove riječi pojavljuju, s posebnim naglaskom na njihovoj determinologiziranoj upotrebi.

Ferraccioli, Maria Marcella and, Gianfranco Giraudo. 2013. Balcani, balcanismi, balcanizzazioni. In *Quaderni della Casa Romena di Venezia IX, 2012, Nazionalità e autodeterminazione in Europa Centrale: il caso romeno*, Francesco Leoncini and Sorin Şipoş (eds.), 197−229. Bucureşti.
Meyer, Ingrid and Kristen Mackintosh. 2000. "When terms move into our everyday lives: an overview of determinologization." *Terminology* 6 (1): 111−138.
Todorova, Maria. 2002. *Immaginando i Balcani*. Lecce: Argo. [original: *Imagining the Balkans*. New York/Oxford: Oxford University Press, 1997]

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Tezaurusno ustrojstvo kao odraz suodnosa jezika i uma

Ne dovodeći u pitanje superioran status abecedne leksikografije danas, utemeljen na prednostima abecede kao invarijantnog, univerzalno primjenjivog i zaokruženog sustava, možemo reći da je konceptualna leksikografija, koja se temelji na bliskosti značenja svojih sastavnica, a čiji počeci sežu u daleku prošlost, primjerenija načinu na koji um organizira i pretražuje vlastite zalihe ideja i riječi, svojoj imanentnoj idiosinkratičnosti usprkos. Naime, za razliku od abecednih rječnika koji razaraju veze između riječi i njihova konteksta pa se značenjski bliske riječi nalaze nerijetko na sasvim udaljenim mjestima u rječniku, u rječnicima konceptualne organizacije ili tezaurusima, (sve) se ono što supostoji u jeziku, odnosno u stvarnosti, to jest u mentalnoj reprezentaciji ili predodžbenim shemama te stvarnosti grupira zajedno. Unutar prevladavajućeg principa semantičkoga objedinjavanja tezauruse karakterizira manja ili veća kompleksnost mikrostrukturne organizacije. Tezaurusno ustrojstvo pruža dakle uvid u način funkcioniranja ljudskog uma, prije svega u način organizacije znanja koje je pohranjeno u memoriji u obliku strukturiranih skupova podataka. Analogija između organizacije konceptualno ustrojenih tezaurusa i funkcioniranja ljudskoga uma općenito se smatra najeklatantnijom razlikom između abecedne i konceptualne leksikografije, koja se zahvaljujući razvoju i usavršavanju novih tehnologija te kognitivnim pristupima jeziku i čovjekovu mentalnom ustrojstvu našla u fokusu suvremenih jezikoslovnih i drugih promišljanja. U nastavnom se dijelu prikazuje konstrukcija i struktura Somatskoga tezaurusa hrvatskoga jezika koji čuva odnosno tezaurira leksičkog blago hrvatskoga jezika, motivirano čovjekom i dijelovima čovječjega tijela. Temelj je njegove arhitekture dinamička struktura odnosa, koja od uvriježenih modela odstupa bogatstvom kodiranih semantičkih veza: uz semantičke odnose u užem smislu kao što su sinonimija/antonimija i različiti tipovi odnosa vertikalne podređenosti (hijerarhijsko-hiponimijski i meronimijski odnosi) kodirani su i drugi odnosi poput atribucije svojstava, funkcionalnih ili pak asocijativnih odnosa, a navode se i karakteristične frazeološke sveze te drugi izrazi prenesena značenja. Na kraju se sasvim kratko opisuje rad na izradi Somatskoga tezaurusa, to jest proces generiranja leksičkih dokaza koji proizlazi iz njegova produktivnog modela te se oslanja kako na eksceripranje različitih izvora, tako i na evociranje semantičke intuicije izvornoga govornika u funkciji istraživača, odnosno na prizivanje informacija pohranjenih u njegovoj memoriji. Dakako, brojnost leksičkih dokaza uvelike ovisi o stupnju perceptivne, funkcionalne, kulturne odnosno kognitivne istaknutosti pojedinoga dijela tijela.

Thesaural structure as a reflection of the interrelation between language and the mind

Unlike alphabetical dictionaries, conceptually organized lexicographical resources, i.e. thesauri, operate on principles that are based upon semantic affinity, expressing the way in which the mind organizes and retrieves its own repository of words, which is rather different than the A-Z format. Essentially, the overarching idea is that words are lexical evidence of various aspects of the concepts that they express – not of physical reality – and that these various aspects are expressed via a number of paradigmatic semantic relationships, which are the building blocks of the conceptual architecture of the lexicon. The analogy between conceptually arranged thesauri and the principles governing the human mind is the most explicit difference between alphabetical and conceptual lexicography, which, due to new technologies as well as the cognitive approaches to language and the human mind, has a distinguished role in contemporary linguistics. Furthermore, the paper exhibits the construction of the Somatic Thesaurus of the Croatian language, a conceptually organized lexicographical resource motivated by the human body and its parts. The novelty of this conceptual model is its abundance of considerably different yet coexisting relationships that interconnect body-part terms with other words pertaining to the body and its parts. In addition to the hierarchical and hyponymical relationships that form the backbone of every thesaural structure, there are other paradigmatic semantic relations, such as meronymy (various kinds of part-whole relations), attribution (attributing different yet modifying characteristics, expressed by adjectives), functional relationships (specific activities and/or the use of nominal concepts, expressed by verbs), or semantically motivated associations that belong to common background knowledge. Idiomatic expressions form a special component of the thesaural architecture. They include language-specific idiomatic expressions relevant to certain bodily parts, as well as other instances of figurative meanings found in the somatic lexicon of the Croatian language. Taken as a whole, the Somatic Thesaurus of the Croatian Language presents a repository of structured knowledge about the body, i.e. of its mental representation.

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The conceptualization of music categories in word sketches

The categories of specialized knowledge have been defined in terminology work as complex conceptual networks in which concepts are connected by ontological relations. With the emergence of Frame-based Terminology (Faber 2012) that applies Frame Semantics (Fillmore 1985), it has become evident that specialized knowledge can be more adequately defined by using semantic frames as conceptual structures that allow for a precise description of both semantic content and its corresponding lexical units. Apart from few suggestions of automatic utilization of semantic relations (León-Araúz, San Martín and Faber 2016), the construction of semantic frames still relies heavily on semiautomatic corpus based methods and manually analysed data. A dynamic terminological description of a specialized domain that takes into account conceptual metaphors, variation and polysemy as integral components of specialized knowledge needs to be based on a rigorous linguistic analysis, but can benefit greatly from an automatic linguistic description such is offered by the word sketches (Kilgariff *et al.* 2014). The paper gives an analysis of several semantic frames in the domain of music (e.g. PITCH, KEY, HARMONY, SCALE, TEMPO) that are defined based on the word sketches of key musical terms extracted from an English corpus of scientific papers and textbooks in music theory. The analysis is carried out in order to test the reliability of the linguistic information in word sketches as opposed to the information extracted by a common terminological practice of analysing concordances and knowledge-rich contexts. Frame elements are defined following the FrameNet methodology, which has been adapted, where necessary, to better reflect the nature of specialized knowledge categories. To evaluate the relevance of data in word sketches, the terms used for extracting word sketches are analysed in corpus concordances, and additional relevant information is marked accordingly. The results show a high level of reliable conceptual and linguistic information that can be acquired from the corpus analysis based on word sketches. The carried terminological analysis is followed by expert validation to account for possible lack of relevant information. The research is conducted within the project Problems of basic contemporary musical terminology in Croatia (CONMUSTERM).

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Fillmore, C. J. 1985. "Frames and the Semantics of Understanding." *Quaderni di Semantica* 6: 222−254.

Kilgarriff, A., Baisa, V., Bušta, J., Jakubíček, M., Kovář, V., Michelfeit, J. and V. Suchomel. 2014. "The Sketch Engine: Ten Years on." *Lexicography* 1(1): 7-36. [doi:10.1007/s40607-014-0009-9]

León-Araúz, P., San Martín, A., and P. Faber. 2016. "Pattern-based Word Sketches for the Extraction of Semantic Relations." In *Proceedings of the 5th International Workshop on Computational Terminology (Computerm2016)*, 73−82. Osaka, Japan: COLING 2016. [retrieved from: https://aclweb.org/anthology/W/W16/W16-4709.pdf]

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Konceptualna organizacija frazeoloških rječnika u e-leksikografiji

U organizaciji leksičke građe u jednojezičnim rječnicima hrvatskoga jezika dominira abecedno ustrojstvo, dok se u leksikografiji nekih drugih europskih jezika poput engleskoga primjenjuje i konceptualni pristup, čiji je prototipni primjer tematski ustrojen rječnik (tezaurus). Konceptualno se ustrojstvo primjenjuje u izradi općih i frazeoloških rječnika. Tako jednojezični frazeološki rječnici engleskoga jezika (npr. Longman Idioms Dictionary i Collins COBUILD Idioms Dictionary) osim abecednoga ustrojstva sadržavaju i posebne odjeljke s frazemima grupiranim u zajednička tematska polja, kao što su primjerice problem, ljutnja, sreća, uspjeh, razumijevanje, itd. Posebnu promjenu u dominaciju abecednoga ustrojstva rječnika unijela je mrežna leksikografija jer otvara brojne mogućnosti koje su tradicionalnoj nedostupne. U e-leksikografiji nema prostornog ograničenja kao u tiskanoj knjizi i općenito je moguća drukčija organizacija natuknice – posebno stvaranje hiperteksta s poveznicama između značenja riječi, uporabe i varijantnih oblika (Hanks 2012). Neograničen prostor mrežnoga rječnika omogućava spoj dviju tradicija – abecedne i konceptualne leksikografije – što se već primjenjuje u organizaciji rječnika nekih europskih jezika. Primjerice, za značenja frazema neki mrežni rječnici imaju integrirani tezaurus s drugim frazemima srodnoga značenja koji su organizirani unutar određene tematske cjeline. Cilj je ovoga rada pokazati mogućnosti organizacije građe u mrežnome frazeološkom, korpusno utemeljenome rječniku hrvatskog jezika koncipiranom na spoju abecedne i konceptualne leksikografije. Rad se temelji na uporabnome modelu jezika (engl. usage-based model, Langacker 1988, Barlow i Kemmer 2000), u kojemu se frazemi grupiraju na osnovi zajedničkih značenjskih i konstrukcijskih elemenata (Filipović Petrović i Parizoska 2017). Daju se dva ogledna primjera. Jedan je primjer obrade frazema fali komu daska u glavi ('nije pri zdravoj pameti') u abecednome ustrojstvu u kojem natuknički članak sadržava natuknički lik frazema, značenje, te primjere uporabe iz računalnoga korpusa hrWaC, uz tematsku nadgradnju u obliku poveznica s frazemima unutar iste konceptualne domene. Drugi je primjer organizacije frazemâ unutar konceptualne domene NEPRILIKA / TEŠKA SITUACIJA, gdje se varijantni oblici grupiraju po frekvenciji pojavljivanja u korpusu i konceptualnim karakteristikama. Tako će se propitati koje su prednosti i nedostaci pojedinih načela leksikografske obrade frazema.

The conceptual organization of idioms dictionaries in e-lexicography

Most monolingual dictionaries of Croatian are organized alphabetically, whereas dictionaries of other European languages, including English dictionaries, may be organized conceptually, a case in point being a thesaurus. Conceptual organization is applied in general dictionaries as well as dictionaries of idioms. For instance, monolingual dictionaries of English idioms (e.g. Longman Idioms Dictionary and Collins COBUILD Idioms Dictionary), in addition to being organized alphabetically, also contain sections where idioms are grouped into themes such as difficulties, anger, happiness, success, understanding, etc. With the advent of e-lexicography, the dominance of the alphabetical organization of dictionaries has decreased, as e-lexicography enables new organizational paradigms which have been unavailable thus far. Thus, unlike printed books, online dictionaries are not spatially constrained and facilitate organizing entries in new ways, e.g. by building hypertexts showing links between word meanings, uses and variant forms (Hanks 2012). Therefore, the absence of spatial contraints in an online dictionary enables combining the alphabetical and conceptual organization, as seen in dictionaries of some European languages. For instance, some online dictionaries feature an integrated thesaurus which provides links for idioms with similar meanings and groups them into themes. The aim of this paper is to explore the possibilities of organizing material in an online, corpus-based dictionary of Croatian idioms which would combine alphabetical and conceptual organization. Data for the dictionary will be collected within the framework of the usage-based model of language (Langacker 1988, Barlow and Kemmer 2000), whereby idioms are grouped on the basis of common semantic and constructional elements (Filipović Petrović and Parizoska 2017). This will be investigated using two examples. The first of these will present the idiom *fali komu daska u glavi* (lit. somebody is short of a plank in their head 'crazy') using the alphabetical organization, where in addition to the citation form of the idiom, its meaning and examples from the hrWaC corpus, the entry will contain links to other idioms within the same conceptual domain. The second example will show how idioms are organized within the conceptual domain DIFFICULTY / TROUBLE, where variant forms will be grouped by frequency of occurrence in the corpus and conceptual characteristics. In this way we will explore the advantages and disadvantages of the two principles of organizing idioms in a dictionary.

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Hanks, Patrick. 2012. "Corpus Evidence and Electronic Lexicography." In *Electronic Lexicography*, Sylviane Granger and Magali Paquot (eds.), 57−82. Oxford: Oxford University Press.
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Redaktura strojnih prijevoda – susret ljudskog i umjetnog uma

Razvoj neuronskog modela strojnog prevođenja (SP) omogućuje promatranje interakcije čovjeka i stroja kao susreta ljudskog i umjetnog uma. Novi alati postavljaju pred ljudski um nove zahtjeve, a u kontekstu jezične industrije znatno utječu na posao prevoditelja, koji sve češće obavljaju i redakturu strojnih prijevoda (tzv. post-editing). Taj je prevoditeljski zadatak već potaknuo niz znanstvenih istraživanja u kojima se razmatra učinkovitost redakture SP-a (O'Brien 2011, Guerberof 2014), odnos prevoditeljskih i redaktorskih kompetencija (Almeida i O'Brien 2010, Rico i Torrejon 2012), utjecaj prevoditeljskog iskustva na strategije redakture i obratno (Čulo i sur. 2014; Daems i sur. 2017), kognitivni napor pri redakturi (O'Brien 2004, Vieira 2014, Lacruz i sur. 2014, Moorkens i sur. 2015, Alves i sur. 2016), a raspravlja se i o načinima uključivanja te kompetencije u programe obrazovanja prevoditelja (O'Brien 2002, Doherty i Kenny 2014, Flanagan i Christensen 2014, Witczak 2016). Zamjenom ranijih modela SP-a neuronskim nedvojbeno se postigla veća kvaliteta prijevoda (Bentivogli i sur. 2016, Toral i Sanchez-Cartagena 2017, Burchardt i sur. 2017), no oni i dalje sadrže nezanemariv broj pogrešaka. Redaktura stoga ostaje neizostavni postupak, za koji tek treba utvrditi zahtijeva li sada manji kognitivni napor. Naime, takvi prijevodi obično ne sadrže predvidljive morfološke i sintaktičke pogreške karakteristične za prijevode dobivene statističkom metodom, no pogreške koje sadrže lakše ostaju neuočene, osobito uz pritisak kratkih rokova, pod kojim danas rade profesionalni prevoditelji. Ovim se istraživanjem želi utvrditi kako vremensko ograničenje utječe na vrstu uočenih i ispravljenih pogrešaka te koje vrste pogrešaka najčešće ostaju nezamijećene. Eksperimentom u dva dijela provjerit će se sljedeće hipoteze: 1) očite gramatičke pogreške te kolokacije upitne smislenosti najbrže se uočavaju i ispravljaju, 2) pogreške koje iziskuju veći kognitivni napor češće ostaju neispravljene u konačnoj verziji. Od ispitanika će se najprije tražiti da u kratkom vremenu uoče i isprave što više pogrešaka u hrvatskom prijevodu engleskog izvornika dobivenom pomoću Google prevoditelja. U drugome će dijelu eksperimenta ispitanici dovršiti započetu redakturu. Usporedba pogrešaka ispravljenih u prvom odnosno drugom dijelu ukazat će na koje vrste pogrešaka treba u radu s neuronskim SP-om obraćati najveću pozornost - u redaktorskoj praksi, obrazovanju budućih prevoditelja, a eventualno i u daljem razvoju sustava za SP.

Machine translation post-editing – an encounter of human and artificial mind

Following the advent of neural machine translation (NMT), post-editing of machine translation output (PEMT) can be seen as an encounter of human and artificial mind. PEMT has already inspired many studies, which investigate PEMT productivity (O'Brien 2011, Guerberof 2014), overlaps and interactions between translation and PEMT competence (Almeida and O'Brien 2010, Rico and Torrejon 2012, Čulo *et al.* 2014, Daems *et al.* 2017), cognitive effort (O'Brien 2004, Vieira 2014, Lacruz *et al.* 2014, Moorkens *et al.* 2015, Alves *et al.* 2016), etc. Ways in which PEMT can be included in translator education have also been discussed (O'Brien 2002, Doherty and Kenny 2014, Flanagan and Christensen 2014, Witczak 2016). The replacement of earlier machine translation models with NMT has undoubtedly resulted in better quality output (Bentivogli *et al.* 2016, Toral and Sanchez-Cartagena 2017, Burchardt *et al.* 2017), but such translations still contain errors. PEMT thus continues to be an essential part of the workflow, and whether it now requires less cognitive effort is still to be established. While NMT output does not contain predictable morphological and syntactical errors typical of statistical MT output, the errors it does contain might be less easy to detect, especially under tight deadlines professional translators face. This study aims to investigate the impact of time pressure on the type of detected errors, and to identify the types of errors that are most likely to remain undetected. A two-stage experiment will test the following hypotheses: 1) fastest to detect and correct are obvious grammatical errors and suspicious collocations, while 2) errors requiring a greater cognitive effort remain uncorrected more frequently, even in the final version of the translation. The participants will first be asked, while working under time constraints, to detect as many errors as possible in the Croatian translation of an English source text produced by Google Translate. In the second stage, the participants will complete the PE process. A comparison of errors (un)detected in the first and the second stage is expected to show what types of errors post-editors of NMT should pay greatest attention to. This, in turn, should inform translator educators and possibly MT developers.

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What is psychological in the (linguistic) mind? Corpus-based approach to the graph extraction of the psychological concepts and their ontological relations on the basis of the syntactic and semantic relations

The paper deals with the identification, extraction and cross-linguistic comparison of the psychological concepts subcategorized as perceptual, affective and cognitive concepts, and their relation with material and socio-cultural concepts. What are the salient conceptual structures of the linguistic construals that are used to express psychological perceptions, affects and cognitions as entities (nouns), processes (verbs) and properties (adjectives, adverbs) in the communication? The methodology of this ontological corpus-based study includes three phases. The first phase deals with the construction of the Ontological Model of Concepts and Linguistic Constructions database that aims to formalize the meta-data about the ontological features of the psychological concepts and their relation with material and socio-cultural concepts. The ontological model is theoretically grounded in the system theory (Emmeche *et al.* 1997, Baas and Emmeche 1997, El-Hani and Emmeche 2000, Searle 2006, Capra and Luisi 2014), and cognitive approaches to the categorization (Rosch 2005). The ontological model is stored in a graph property database Neo4j (https://neo4j.com/). The second phase includes the extraction of the nominal, adjectival and processual lexical concepts related to the psychological phenomena from the large corpuses of Croatian (hrWaC 2.2) and English (enTenTen13) using the SketchEngine API and Reldi tokenizer and parser. The psychological domains are extracted using the syntactic methods of paradigmatic similarity score for the co-occurrences in the coordinated construction [x and y] for nominal lexemes Sketchengine platform (https://the.sketchengine.co.uk). Using graph algorithms for community detection the lexemes in the coordinated linguistic constructions are classified for their syntactic-semantic domains. 644 coordinated construction colocations for lexical concept emocija "emotion" in hrWaC with 8 communities. The third phase examines the ontological status of the lexemes and superimposes logical inferences on the semantic-syntactic constructional relations of the language specific knowledge. This empirical approach sets the dynamic systems theory as the epistemological basis for studying ontological questions of the syntactic-semantic relations expressed in language, its metaphoricity, dynamic network relationships, nonlinearity, emergence, complexity, hierarchy, ontological contingency and congruence of the conceptual organization of psychological concepts (Larsen-Freeman 2015).

Što je psihološko u (jezičnom) umu? Korpusni pristup graf ekstrakciji psiholoških pojmova i njihovih ontoloških odnosa na temelju sintaktičko-semantičkih odnosa

Ovaj se rad bavi identifikacijom, ekstrakcijom i kontrastivnom jezičnom usporedbom psiholoških pojmova podkategoriziranih kao perceptivni, afektivni i kognitivni pojmovi te njihovih odnosa s materijalnim i socio-kulturnim pojmovima. Cilj je utvrditi istaknute pojmovne strukture jezičnih konstrukcija za izricanje psiholoških zamjedbi, afektivnih stanja i kognitivnih procesa u komunikaciji. Metodologija se sastoji od tri faze. U prvoj se izrađuje Ontološki model pojmova i jezičnih konstrukcija i pohranjuje u bazu podataka pomoću koje se formaliziraju meta podaci o ontološkim značajkama psiholoških pojmova i njihovih odnosa. Ontološki je model teoretski utemeljen u sistemskoj teoriji (Emmeche *et al.* 1997, Baas and Emmeche 1997, El-Hani and Emmeche 2000, Searle 2006, Capra and Luisi 2014) i kognitivnim pristupima kategorizaciji (Rosch 2005). Ontološki model pohranjen je u graf bazu podataka Neo4j. Sljedeća faza uključje ekstrakciju nominalnih, svojstvenih i procesnih leksičkih pojmova povezanih s psihološkim fenomenima iz velikih korpusa hrvatskoga (hrWac 2.2.) i engleskoga (enTenTe13) korištenjem SketchEngine API i Reldi tokenizatora i parsera. Psihološke domene su ekstrahirane korištenjem sintaktičkim metoda mjere paradigmatske sličnosti za supojavnice koordinirane konstrukcije. Leksemi u koordiniranim konstrukcijama klasificiraju se u sintaktičko-semantičke domeene korištenjem algoritama za otkrivanje graf zajednica. Treća faza istražuje ontološki status leksema i superponira logičke inferencije na semantičko-sintaktičke konstrukcijske relacije. Ovaj empirijski pristup postavlja teoriju dinamičnih sustava kao epistemološku osnovu za proučavanje ontoloških pitanja o sintaktičko-semantičkim odnosima izraženim u jeziku, o metaforičnostii, dinamičnim mrežnim odnosima, nelinearnosti, emergenciji, kompleksnosti, hijerarhiji, ontološkoj kontingenciji i kongruenciji pojmove organizacije psiholoških pojmova (Larsen-Freeman 2015).

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Tradurre i lexical gaps: un'analisi corpus-based

Nell'ambito della semantica lessicale il tema dei lexical gaps si può affrontare non solo a livello intralinguistico, puramente teorico in quanto i parlanti nativi di una lingua solitamente non li percepiscono, ma soprattutto a livello interlinguistico che attraverso un'analisi contrastiva offre numerosi spunti di riflessione linguistica. Nel presente lavoro si cercherà da un lato di proporre una sistematizzazione di queste lacune lessicali partendo da ricerche già esistenti (Ivir 1977, Grzegorek 1977, Altenberg e Granger 2002) e introducendo riflessioni che sono frutto del lavoro personale nell'insegnamento e nella traduzione. Dall'altro lato si proverà a dare una risposta sulla loro natura, secondo molti studiosi dovuta a una mancata concettualizzazione di alcuni fenomeni in una delle lingue osservate. Vista la carenza dei dizionari bilingui nell'ambito delle "lingue minori", soprattutto quelli basati sui corpora di lingua, consultabili on-line, che permetterebbero una ricerca immediata e articolata, si rende necessario trovare metodi di indagine alternativi. Per le ricerche lessicali di tipo contrastivo sono adatti i corpora paralleli che offrono una vasta gamma di traduzioni di una data parola, già attestate nei libri o in altri testi tradotti. I corpora paralleli per il serbo e il croato attualmente non hanno un numero di parole tale da poter rappresentare una base solida per ottenere risultati attendibili. Per questo motivo si cercherà di integrare la ricerca applicando il modello proposto da Tognini Bonelli sulle unità funzionali complete che si realizzano nel contesto e vanno analizzate attraverso il loro uso linguistico concreto (Tognini Bonelli 2000). In questo modo si metteranno in luce alcuni nuovi aspetti dei lexical gaps in una prospettiva contrastiva, mentre l'applicazione della metodologia descritta permetterà di individuare, sistematizzare e offrire possibili traduzioni delle unità lessicali in questione. I risultati potranno essere utilizzati nell'ambito della traduzione, dell'insegnamento delle lingue serba e croata come LS e della lessicografia.

Prevođenje leksičkih praznina: korpusna analiza

U okviru leksičke semantike tema leksičkih praznina (eng. lexical gaps) može se proučavati (1) u sklopu jednog jezika, što se uglavnom svodi na teorijska razmišljanja jer izvorni govornici rijetko percipiraju odsutnost određenih riječi u vlastitom jeziku; te (2) međujezično, budući da kontrastivne analize otvaraju brojne teme za lingvistička promišljanja. U radu ćemo ponuditi sistematizaciju leksičkih praznina počevši od već postojećih istraživanja (Ivir 1977, Grzegorek 1977, Altenberg i Grangerg 2002) preko osobnih razmišljanja, koja su rezultat višegodišnjeg iskustva u prevođenju i nastavi jezika. Osim toga, osvrnut ćemo se i na prirodu ove pojave, koja je prema mišljenju mnogih teoretičara rezultat procesa koji je samo u jednom od analiziranih jezika doveo do konceptualizacije i leksikalizacije određenih fenomena. S obzirom na oskudnost dvojezičnih rječnika kojima raspolažemo kada su u pitanju "manji jezici" kao što su srpski i hrvatski − posebice elektroničkih rječnika zasnovanih na korpusima, koji bi omogućili brzu i višestranu pretragu pojmova − neophodno je osmisliti alternativne metode pretraživanja. Za kontrastivnu analizu leksika posebno su pogodni paralelni korpusi, koji nude širok raspon prijevodnih ekvivalenata, zabilježenih u različitim publikacijama. Korpusi srpskog i hrvatskog jezika ove vrste trenutačno nemaju velik broj jedinica te samim time ne predstavljaju čvrstu osnovu za postizanje pouzdanih rezultata. Iz navedenih razloga pokušat ćemo primijeniti metodu Tognini Bonelli, kojom se analiziraju riječi kao funkcionalno cjelovite jedinice značenja, i to u sklopu konkretne jezične upotrebe (Tognini Bonelli 2000). Na ovaj se način lakše uočava ponašanje jezičnih praznina iz kontrastivne perspektive, dok će nam primjena prikazane metodologije omogućiti da izdvojimo, sistematiziramo i ponudimo nove prijevodne ekvivalente pojedinih leksičkih jedinica ovoga tipa. Rezultati analize moći će se primijeniti u područjima prevođenja, didaktike srpskog i hrvatskog kao stranih jezika te leksikografije.

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Pojmovna struktura naziva i prevođenje: francuski leksem *dispositif* kao *enfant terrible* strukovnoga nazivlja

Iako se danas općenito smatra da je konceptualna organizacija važan dio terminologije (Faber 2012: 252), jedan od rijetkih teorijskih okvira koji unutar terminologije govori o konceptualnoj strukturi jest sociokognitivna terminologija, koja počiva na teoriji prototipa i ideji da jezične strukture preslikavaju one konceptualne (usp. Faber 2012: 252). Suvremeni se pristupi terminologiji često temelje na sociolingvističkome i kognitivnolingvističkome pristupu, a u središtu su njihova interesa konceptualni odnosi među domenama (usp. Bratanić i dr. 2016: 663). Za razvoj moderne terminologije ključno je istraživanje pojmovnoga sustava u posebnome jeziku i odnosa između pojma i naziva (usp. Nahod 2016: 38). Istraživanje je terminoloških jedinica važno zato što one prenose specijalizirano znanje (usp. Nahod 2016: 13), ali i jer djeluju kao pristupne točke složenijim strukturama znanja (usp. Faber 2012: 90). U ovome se radu analiziraju francuski i hrvatski nazivi, odnosno jedinice specijaliziranog znanja iz polja tehnologije prometa i transporta, grane cestovnog i željezničkog prometa, povezani s motornim vozilima. Nazivi su ekscerptirani iz paralelnoga korpusa dobivenoga odabiranjem dvojezičnoga francusko-hrvatskog prikaza zakonodavnih tekstova Europske unije (baza EUR-Lex). U radu se analizira nekoliko desetaka francuskih naziva izdvojenih iz navedenih dokumenata koji sadrže imenicu *dispositif* budući da taj leksem, zbog svoje široke pojmovne strukture, u hrvatskom nazivlju ima vrlo različite ekvivalente poput: uređaj, naprava, spojnica, sustav, retrovizor, mehanizam, zaštita, mjera, svjetlo, kuka itd. Neki su od primjera naziva: *dispositif de blocage du différentiel* − mehanizam za zabravljivanje diferencijala, *dispositif de démarrage auxiliaire* − dodatan sustav za pokretanje motora, *dispositif de fixation* − naprava za pričvršćivanje, *dispositif de remorquage* − vučna spojnica, *dispositif de vision indirecte* − retrovizor. Iz primjera je zamjetna vrlo zanimljiva činjenica da se unutar jedne grane u nizu francuskih naziva rabi isti leksem (*dispositif*) čija je širina pojmovne strukture očita razmotre li se hrvatski ekvivalenti navedenoga nazivlja. Osim što ova činjenica ukazuje na bitne razlike u opojmljivanju između francuskoga i hrvatskoga jezika u dijelu strukovnoga jezika, ona također ima važne implikacije za prevođenje specijaliziranih tekstova iz navedene grane i potencijalan je problem za hrvatske prevoditelje.

Conceptual structure of terms and translation: the French lexeme *dispositif* as an *enfant terrible* of special field terminology

Despite the fact that today it is generally agreed that conceptual organization is an important part of terminological work (Faber 2012: 252), one of the rare theoretical frameworks that takes conceptual structure into consideration is sociocognitive terminology, which is based upon the prototype theory and the idea that language structure reflects conceptual structure (cf. Faber 2012: 252). Contemporary approaches to terminology are often based on sociolinguistic and cognitive linguistic approaches, which primarily focus on conceptual relations between domains (cf. Bratanić *et al.* 2016: 663). The key in the development of modern terminology is the study of conceptual systems in specialized languages, as well as the study of the relations between concepts and terms (cf. Nahod 2016: 38). Research into terminological units is not only important because they convey specialized knowledge (cf. Nahod 2016: 13), but also because they function as access points to more complex knowledge structures (cf. Faber 2012: 90). This paper analyzes French and Croatian terms, i.e. specialized knowledge units related to motor vehicles from the field of traffic technology and transport, the branch of road and railway traffic. The terms were extracted from a parallel corpus created through bilingual French-Croatian display of EU legislative documents (EUR-Lex database). The paper analyzes several dozens of French terms containing the noun *dispositif* which were singled out from the mentioned documents. Due to its wide conceptual structure, the lexeme *dispositif* corresponds to rather different Croatian lexemes, such as: uređaj, naprava, spojnica, sustav, retrovizor, mehanizam, zaštita, mjera, svjetlo, kuka, etc. Some of the terms containing the lexeme *dispositif* are: *dispositif de blocage du différentiel* – 'mehanizam za zabravljivanje diferencijala', *dispositif de démarrage auxiliaire* – 'dodatni sustav za pokretanje motora', *dispositif de fixation* − naprava za pričvršćivanje, *dispositif de remorquage* – 'vučna spojnica', *dispositif de vision indirecte* – 'retrovizor'. Interestingly, the examples clearly demonstrate that within a single branch, a number of French terms contain the lexeme *dispositif*, whose width of conceptual structure becomes evident once the Croatian equivalents are taken into account. Not only does this fact point to major differences in conceptualization between French and Croatian in a part of special field terminology, but it also has important implications for the translation of specialized texts, which could be problematic for Croatian translators.

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Sportske metafore u nesportskom publicističkom diskursu

Cilj je ovog rada utvrditi kako sport kao dio iskustva većine članova jezične zajednice oblikuje način njihova razmišljanja. Stoga se u radu analiziraju sportske metafore u nesportskim rubrikama tiskanih i internetskih izdanja hrvatskih i inozemnih dnevnih novina i časopisa te internetskih portala. Metafore čija je izvorišna domena sport iznimno su česte u publicističkom diskursu. Mnoge su od njih konvencionalne te se koriste u nesportskim kontekstima i ne doživljavaju se sportskima. Svaka izvorišna domena ima glavno žarište značenja koje je zajedničko većini članova jezične zajednice i određeno je središnjim znanjem o izvoru metafore koje članovi jezične zajednice dijele, a koje je karakteristično za izvor. U radu se prikupljene metafore klasificiraju, navode se primjeri i raspravlja o njihovoj motivaciji. Utvrđeno je da se svojstva domene SPORT i pripadajućih kategorija najčešće preslikavaju na domenu POLITIKA. NOGOMET je najplodnija izvorišna poddomena u tvorbi sportskih metafora kad je u pitanju preslikavanje sadržaja u ciljnu domenu POLITIKA. Te su metafore uglavnom visoko konvencionalizirane. U ciljnim domenama GOSPODARSTVO, KULTURA i SVAKODNEVNI ŽIVOT sportske metafore imaju manji stupanj konvencionaliziranosti. Također je utvrđeno i preslikavanje između poddomena unutar domene SPORT. Metafore koje su motivirane sadržajem domene sporta poput POLITIKA JE SPORT univerzalne su metafore, ali su njihove podmetafore kulturno uvjetovane, što u hrvatskom jeziku rezultira velikim brojem nogometnih metafora. S obzirom na to da su sportske metafore po prirodi metafore konflikta, mogu se povezati s konceptualnom metaforom SPORT JE RAT, pogotovo kad je u pitanju ciljna domena POLITIKA. Kao za druge konceptualne metafore i za ovu je karakteristična asimetričnost, što znači da se najčešće sadržaj konceptualne domene SPORT preslikava na konceptualnu domenu POLITIKA, a ne obrnuto. Nameće se pitanje zašto novinari koriste sportske metafore, je li njihova upotreba u nesportskom diskursu odraz kulture konzumerizma i nasilja te mogu li otežati razumijevanje poruke dijelu zainteresiranih čitatelja, posebno kad su u pitanju inovativne sportske metafore.

Sports metaphors in non-sports journalistic discourse

The aim of this paper is to establish how sport as a part of the experience of most members in a language community affects their way of thinking. Therefore, the paper analyses sports metaphors in non-sports sections of printed and online publications of Croatian and foreign daily newspapers and magazines, and news websites. Metaphors drawn from the source domain of SPORT are very common in journalistic discourse. Many of them have been conventionalised and because they are not viewed as metaphors, they are often used in non-sports contexts. Every source domain has its main meaning focus, which is common to most members of a language community, and determined by the central knowledge of the source domain and shared by the community members. Metaphors are classified, exemplified and discussed in terms of motivation. It has been determined that the features of SPORT and its categories most commonly map onto POLITICS. FOOTBALL is the most productive source subdomain when it comes to sports metaphor mapped onto the POLITICS domain. These metaphors are mostly highly conventional. In target domains of ECONOMY, CULTURE and EVERYDAY LIFE metaphors are not as conventional. Mappings between subdomains within the SPORT domain have been determined as well. Metaphors motivated by the domain of SPORT such as POLITICS IS SPORT are universal metaphors, but their submetaphors are culturally determined. Given the fact that sports metaphors are by nature metaphors of conflict, they are related to the conceptual metaphor SPORT IS WAR, especially in the case of the target domain of POLITICS. This conceptual metaphor is, just as others, asymmetrical, meaning that the content of the SPORTS domain is mapped onto the conceptual domain of POLITICS, but not vice versa. We try to answer the questions why journalists use sports metaphors, whether the use of sports metaphors in non-sports discourse reflects the culture of consumerism and violence, and whether sports metaphors may interfere with the understanding of the message for some readers, especially in the case of innovative sports metaphors.

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Razvoj diskursne kompetencije studenata njemačkog jezika

Prema Savignon (2002), razvoj diskursne kompetencije postaje sve važniji na višim razinama ovladavanja jezikom. Uz sve veći opseg vokabulara i jezičnih zakonitosti, sve se više razvija učenikova sposobnost strukturiranja diskursa. No postavlja se pitanje koje su kvalitativne sličnosti i razlike u koherenciji teksta kod učenika njemačkog kao stranog jezika kad se od razine B1 odmiču na više razine. Rad donosi rezultate kvalitativne analize koherencije u pisanim tekstovima studenata njemačkog kao stranog jezika. U istraživanju se uspoređuju rezultati analize koherencije teksta kod tri grupe ispitanika, pri čemu se grupe međusobno razlikuju s obzirom na godine učenja njemačkog jezika i broj sati nastave učenja njemačkog jezika. U analizi se koristi metoda analize koherencije teksta koja je izvedena iz analize teme i reme prema F. Danešu (1970) i metode analize tematske strukture prema L. Lautamatti (1978). Upotrijebljena metoda predstavlja dopunu dvije navedene metode koja je rezultat dosadašnjih istraživanja autora ovoga rada. Očekuje se da će studenti koji njemački jezik uče veći broj godina u svojim tekstovima imati veći broj t-jedinica i veći broj tema. Očekuje se da će se utvrditi i razlike s obzirom na udio pojedinih tipova progresija te pojavnost prekida koherencije. Pretpostavka je da studenti koji kraće uče njemački koriste više paralelnih progresija, dok oni koji uče njemački duže koriste više slijednih progresija. Kod potonjih se također očekuje i manje prekida koherencije. Rezultati ovog istraživanja imaju velik značaj za daljnji razvoj i primjenu upotrijebljene metode analize koherencije teksta u učenju i poučavanju inoga jezika.

Discourse competence development of German language students

According to Savignon (2002), the importance of the discourse competence development rises at higher levels of language acquisition. In addition to more (complex) vocabulary and grammar knowledge, student's ability of structuring the discourse develops. Here, the question is what qualitative similarities and differences in coherence of texts by German foreign language learners can be observed as they move from B1 level onward. The paper presents the results of qualitative analysis of coherence in texts written by students of German as foreign language. It compares the results of text coherence analysis of three groups of subjects. The groups differ in relation to the time they have been learning German, and the number of German language lessons they have attended so far. In the research, we use a method of text coherence analysis derived from the theme-rheme progression by F. Daneš (1970) and the topical structure analysis by L. Lautamatti (1978). It is an improved version of the two methods that incorporates the results of our previous research on the topic. We expect that students who have been learning German longer will produce texts with more t-units and more themes. We also expect differences in relation to the ratio of certain progression types, and the frequency of coherence breaks. We hypothesize that students who have been learning German for a shorter period of time will use more parallel progressions, whereas those learning German longer will use more sequential progressions. The latter are expected to write texts with a smaller amount of coherence breaks. The results of this research play a significant role for the further development and the application of the method of text coherence analysis in foreign language learning and teaching.

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Grammatical aspects construct situation models: case study on Bahasa Indonesia

This study deals with the discourse and pragmatics analysis of differences between English-Indonesian grammatical aspect terms, which affect mental representation in situation models. Previous studies (i.e. Madden and Zwan 2003, Madden and Ferretti 2009) have showed positive effect of English verb aspects which play a role in people's minds related to the mental representation, perfective (complete) and imperfective (on-going). However, for a tenseless language like Bahasa Indonesia with no specific marker determining aspects, to what extent do they construct the mental representation? Therefore, this research attempts to investigate the way how Indonesian native speakers code and decide whether an action is ongoing or complete in their language systems. Two experiments, with picture-based tasks, are proposed in this research. The first experiment aims to investigate participants' method of defining aspectual cues using Bahasa Indonesia. Using two target words: sudah (complete) and sedang (on-going), participants should point out which picture describes that cue in situation models. Then, in the second experiment, the participants are asked to utter spontaneously their definitions of the condition in a picture with their own dictions. There are two hypotheses in this research: 1) with the first experiment, Indonesian people have the same way as English speakers to see whether an action is on-going or complete using sudah and sedang. These target words then have the same effect as previous study found with English for perfective and imperfective in situation models; 2) with the second experiment, it is interesting to see the use of natural or spontaneous language while interpreting the situation in the pictures. It is expected that Indonesian people would define it in another way. This study still develops the stimuli and the analysis method. Therefore, we have not been convinced whether the hypotheses are likely to be true or not. However, this study is important to examine the relation between language and mind in cross-linguistic perspective. Moreover, it could contribute a new insight of the way people with different language systems describe the same condition in their brain.

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Action relevance and presuppositions: the case of factive verb constructions

Presupposition triggers jointly convey two pieces of information, a main content and a backgrounded content, the so-called presupposition. For instance, the factive verb 'Paul knows that Mary throws the ball' communicates the main content that 'Paul knows X and presupposes X'. Previous theoretical research has suggested that presuppositions are peripheral or given information (van der Sandt 1992) in the flow of discourse. Due to their backgrounded character, presuppositions are not at stake in discourse linking (Ducrot 1972). Presuppositions are interesting lexical constructions which can provide more insights on the debate about embodied cognition. It has been experimentally observed that verbal phrases denoting hand actions (e.g. throw the ball) increases the pressure variation using the grip force sensor technique (Fak *et al.* 2010). However, the phenomenon depends on the verb phrase environment – a simple assertion – Mary throws the ball – triggers the effect whereas a negation does not – Mary does not throw the ball (Aravena *et al.* 2012). In the present experiments we investigated online modulations using a grip force sensor technique. The results indicate that the hand-related action verb of the presupposition of a factive verb construction (Paul knows that Marie throws the ball) triggers a comparable grip force to an assertion (In the park, Marie throws the ball) and differs significantly from a non-action verb condition, whereas the non-factive condition (Paul thinks that Marie throws the ball) does not trigger such an activation. This suggests that the linguistic context plays a critical role to set up expectations for hand action.

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Hrvati i Hrvatska u očima poljske manjine u Hrvatskoj

U zadnjih nekoliko desetljeća mediji su se, kao posljedica globalizacije, značajno transformirali. Lakoća komuniciranja olakšava promjenu boravišta prema, među ostalim, ekonomskoj ili političkoj situaciji. Imigranti i njihova djeca prisiljeni su redefinirati svoj kulturni identitet zbog međukulturalnih kontakata. Četiri su oblika nošenja s akulturacijom tj. redefiniranja svojeg kulturnog identiteta. Oblik koji je najprofitabilniji za pojedinca, kao i za njegovo novo okruženje je integracija, koja vodi ka bikulturalizmu. Bilingvizam se, s obzirom na činjenicu da pruža uvid u kulturu, smatra sastavnom komponentom bikulturalizma. Stoga su za kulturni identitet važni faktori koji utječu na očuvanje i gubitak manjinskih jezika. Nekoliko od njih je povezano s državom emigracije, a to su, među ostalima, stavovi imigranata prema većinskoj kulturi i jeziku te stavom primajućeg društva prema imigrantima. U ovom članku iskazani su razlozi dolaska Poljaka u Hrvatsku, stavovi poljskih imigranata prve i druge generacije koji žive u Hrvatskoj prema hrvatskom stanovništvu, kulturi, jeziku i politici prema manjinama, njihovo poznavanje hrvatskoga jezika, njihovo korištenje hrvatskoga jezika putem interneta te je predstavljen utjecaj tih faktora na očuvanje poljskoga jezika u Hrvatskoj. Ovaj članak dio je doktorske disertacije koju pripremam na Jagielonskom sveučilištu u Krakovu, u Poljskoj. Članak se temelji na preliminarnim rezultatima istraživanja utjecaja novih tehnologija na očuvanje i gubitak poljskog kao manjinskog jezika među Poljacima i njihovim potomcima koji žive u Hrvatskoj.

Croats and Croatia in the eyes of Polish minority in Croatia

During the last few decades, media has diametrically transformed due to the globalization. Ease of communication is conductive to changing one's settlement according to, among others, economy or politics. Immigrants and their children are constrained to redefine their cultural identity as a result of intercultural contacts. There are four ways of dealing with acculturation. Integration appears to be the most profitable both for an individual and for the host society, which leads to biculturalism. It is said that bilingualism, as a provider of cultural input, is constituent component of biculturalism. Therefore, factors influencing minority language maintenance and loss are relevant for cultural identity. Several factors are related to the state of immigration: among them are immigrants' opinions about culture and language of the majority and the majority's opinions about immigrants. In the paper, the reasons for the Poles coming to Croatia, opinions of Polish first and second-generation immigrants to Croatia about Croatian society, culture, language and immigration policy, Croatian language knowledge of the Polish minority in Croatia and its usage on the Internet have been presented. According to preliminary investigations, the impact of the language maintenance factors on Polish minority language maintenance in Croatia will be discussed. The paper is a part of PhD dissertation which is being written at the Jagiellonian Univeristy in Cracow, Poland. This paper is based on preliminary results of investigation of new technologies influence on Polish minority language maintenance and loss among Poles and their descendants living in Croatia.

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To conceptualize with colours: the case of the Italian language

In order to make sense of language and of the social and cultural world, we perform largely unconscious mental acts and activities that are called in Cognitive Linguistics construal operations (Langacker 1987, Croft and Cruse 2004). Metonymy and metaphor are two cognitive mechanisms that help us in different ways to understand and talk about a situation or an entity, sometimes thanks also to the encyclopedic knowledge that is evoked by a linguistic term used in a metaphoric way. This is the case of colour terms, that are universally used in languages not only to speak about objects in the literal sense (like in the sentence the ball is red), but also to conceptualize different situations metonymically, like in a red newspaper where red evokes communism, or metaphorically like the English expression to see red "to get angry". The aim of my contribution is to analyse in an extensive way the use of basic and not basic Italian colour terms in the figurative conceptualization of events and/or objects. As it is noted, the human body and especially the face is probably the most obvious and emotively charged of colour referent, that can be a free term in a combined linguistic expression or it can be encapsulated in a parasynthetic verb. For example the colour *bianco* "white" is used to describe the lack of blood in a person and so to conceptualize a state of fear and panic with the verb *s-bianc-are* "to go white / to turn pale", or to speak about a state of anxiety and preoccupation when we use the expression *fare venire i capelli bianchi a qualcuno* "to make somebody's hair turn white = to preoccupy". Other semantic fields in which many situations and things are conceptualized with colour names are bank and economy (*andare in rosso* "to go in red = to get in debt"), or the categorization of people (*letteratura rosa* "pink literature = sentimental literature for women"). The goal is to investigate the most conceptualized frames with colours terms in Italian and to create a list of the most metaphors and metonymies involved in these conceptualizations.

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Kros-sekcijsko istraživanje obrade glagolske morfologije u interakcijskom kontekstu hrvatskih učenika engleskoga kao stranoga jezika

Rana istraživanja na području usvajanja drugog jezika iz 70tih godina ispitivala su redoslijed usvajanja imenske i glagolske morfologije. Međutim, zbog heterogene prirode ovih morfoloških obilježja, novija istraživanja usvajanja glagolskih vremena i glagolskog vida usmjerila su se na utvrđivanje veza između oblika i značenja. Stvaranje veza između oblika i njegova značenja i obrnuto postaje predmetom interesa u domeni teorije obrade jezičnog unosa (VanPatten 1996). Polazeći od jednog od podnačela ove teorije, tj. podnačela po kojem se značajnija morfologija obrađuje prije one manje značajne, ovaj rad istražuje redoslijed usvajanja glagolske morfologije u međujeziku hrvatskih učenika engleskoga kao stranoga jezika. Obrada glagolske morfologije ispitana je na primjeru usvajanja devet gramatičkih morfema (-s za treće lice jednine prezenta, pomoćni glagol be, progresivni prezent -ing, pravilna prošlost -ed, nepravilna prošlost, pomoćni glagol have, particip perfekta -en, kopula be za iskazivanje sadašnjosti i kopula be za iskazivanje prošlosti). Redoslijed usvajanja je istražen primjenom metode obavezne uporabe (Brown 1973) kojom je utvrđena obavezna i točna uporaba odabranih morfema. Također, ovi su morfemi grupirani u četiri glagolska vremena (Simple Present, Present Continuous, Simple Past i Present Perfect) s ciljem utvrđivanja njihova redoslijeda usvajanja. U istraživanju je sudjelovalo 239 učenika trećih razreda srednje škole čijom se jezičnom produkcijom prikupilo ukupno 60 prijepisa dijelova razredne interakcije. Govorna produkcija učenika triju generacija trećih razreda srednje škole poticala se različitim komunikacijskim aktivnostima usmjerenim na zadatak. Prosječno trajanje pojedinog zvučnog zapisa iznosilo je 15 minuta. Rezultati istraživanja otkrili su nedosljednosti u obradi gramatičkih oblika za iskazivanje kategorije vremena kod triju grupa srednjoškolskih učenika trećih razreda. Nadalje, dobiveni rezultati na većem uzorku samo su djelomično potvrdili redoslijed usvajanja morfoloških obilježja koji nalazimo u prethodnim empirijskim istraživanjima (VanPatten 1984, Bardovi-Harlig 2000). Međutim, rezultati prema kojima se Simple Past obrađuje ranije nego Present Perfect slijede isti obrazac usvajanja na koji upućuju i ranija istraživanja.

A cross-sectional research on processing verb morphology in the interactional context of Croatian EFL learners

Early studies in the field of second language acquisition (SLA) conducted in the 1970s investigated the sequence of acquisition of both noun and verb morphology. However, due to the heterogeneity of these markers, a more recent research has focused on establishing form-meaning connections (FMCs) in the acquisition of tense-aspect morphology. The issue of how form relates to meaning and vice versa became the scope of inquiry within the input processing (IP) theory (VanPatten 1996). Addressing one of the sub-principles underlying this theory, i.e. processing meaningful versus nonmeaningful morphology, the present study explores the sequence of acquisition in the use of temporal morphology in the interlanguage of Croatian learners of English as a foreign language (EFL). The processing of verb morphology was traced in the acquisition of nine grammatical morphemes (third person singular -s, auxiliary verb be, progressive -ing, past regular -ed, past irregular, auxiliary verb have, past participle -en, present tense copula be, past tense copula be). The sequence of acquisition was determined via obligatory occasion analysis (Brown 1973) which identified both obligatory and correct suppliances in the use of the selected morphemes. These morphemes were additionally grouped thus forming four verb tenses (Simple Present, Present Continuous, Simple Past, Present Perfect) so as to observe their emergent order. There were 239 Grade 3 secondary school learners participating in the study whose language production yielded a total amount of 60 transcribed recordings of parts of classroom interaction. The oral samples across three generations of Grade 3 learners were elicited by means of different communicative task-based activities. The approximate length of each recording was 15 minutes. The research findings revealed inconsistency in the processing of the grammatical forms of temporal expression across three groups of Grade 3 learners. Furthermore, when assembling the output data into one larger sample the obtained results only partially supported the sequence of morphological features as reported in the previous empirical studies (VanPatten 1984, Bardovi-Harlig 2000). However, the study findings according to which Simple Past is processed prior to Present Perfect follow the same pattern of acquisition as indicated in earlier research.

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Kako ideastezija može utjecati na lingvistiku

Jedan od postulata fonosemantike glasi: svaki fonem ima svoj smisao čak i izvan leksema, a leksemi se mogu percipirati na poseban način: kao meki, tvrdi, kiseli, dobri, loši, i to nije povezano s njihovim značenjem, već s percepcijom fonema od kojih se sastoje. O tome su pisali Aleksandar Lurija i Aleksandar Žuravljov. Potonji je obavio niz eksperimenata s ciljem potvrđivanja te tvrdnje u praksi i pronalaska, po mogućnosti, pravilnosti u njoj. Žuravljov je pretpostavljao da je takva percepcija fonema i leksema povezana sa sinestezijom, međutim u svojim eksperimentima nije dijelio ispitanike na skupine sinesteta i nesinesteta, što je, naravno, utjecalo na točnost rezultata. Danko Nikolić, neurofiziolog s Max Planck Instituta za istraživanje mozga, govorio je prvi put o fenomenu ideastezije 2009. godine. Poslije mnogobrojnih eksperimenata u kojima je proučavao sinesteziju Nikolić je našao takve pravilnosti u radu mozga o kojima raniji istraživači nisu govorili: mozak čuva senzorne percepcije u jednoj datoteci umjesto da ih zapisuje odvojeno, i ako želimo izvući samo jedan senzorni podatak, možak ga izvlači iz cijele datoteke. Nikolić je također otkrio da taj mehanizam rada mozga nije individualna odlika, za razliku od sinestezije. Rezultat eksperimenata pod nazivom „Buba-Kiki" objašnjava se ideastezijom: čovjek koji nema sinesteziju povezuje skicu zaobljenih kontura s riječju „Buba", a skicu šiljastih kontura s riječju „Kiki" jer je mozak povezao pokret usana kada se te riječi izgovaraju i vizualni izgled skice: pri izgovoru „Buba" usne su zaobljene, dok se pri izgovoru „Kiki" krajevi usana razvlače i oblikuju dva šiljasta kuta. Polazeći od radova Nikolića i Žuravljova te analize rezultata njihovih eksperimenata, a također i na osnovi vlastitoga eksperimenata postavljam hipotezu da je objašnjenje navedene percepcije odvojenih fonema ili leksema ideastezija, a ne sinestezija, i to zato što ideastezija jest jedan od načela rada mozga svakoga čovjeka, dok sinestezija nije. Uz to, dok Nikolić predlaže ukidanje termina „sinestezija", na temelju svojih istraživanja predlažem da na taj termin treba gledati drugačije i dati mu novu definiciju: individualno atipično izražavanje ideastezije.

How ideasthesia can influence linguistics

One of the postulates of phonosemantics reads: each phoneme has its own meaning even without the lexeme, and the lexemes themselves can be taken in a particular way: soft, hard, sour, good, bad, and this is not related to their meanings, but to the perception phonemes they are made of. It was mentioned by Alexander Luria and Alexander Zhuravlyov, and the latter led a series of experiments in order to confirm this statement practically, and if possible, to reveal patterns in it. Zhuravlyov assumed that this perception of phonemes and lexemes was associated with synesthesia, but in his experiments he did not separate the subjects into groups of synesthetes and non-synesthetes, which could not but influence on the accuracy of the results. Professor Danko Nikolić, a neurophysiologist from the Max Planck Institute for Brain Research, first talked about the phenomenon of ideasthesia in 2009. After numerous experiments under his conduct for more thorough studies of synesthesia, Nikolić revealed some regularities in the work of the brain synesthesia researchers did not talk about before: the brain preserves sensory perceptions in a single file instead of memorizing them separately, and, if you want to recall only one of these details in memory, it draws it from the whole file. Nikolić also found out that this mechanism of brain functioning is not an individual feature of brain work, in contrast to synesthesia. The result of the Buba-Kiki experiment is explained precisely by ideasthesia: a person without synesthesia connects the figure with soft outlines with the word 'Buba', and a figure with sharp ones − with 'Kiki' because the brain associates the movements of the lips when these words are pronounced with the visual image represented by the figure: when pronouncing 'Buba' lips are rounded, while pronouncing 'Kiki' the mouth opens, forming two sharp corners. Based on the works of Nikolić and Zhuravlyov, analyzing the results of the experiments led by them and the experiment of my own, I put forward a suggestion that the explanation of the above-described perception of individual phonemes or lexemes is ideasthesia, and not synesthesia, since ideasthesia is one of the principles of the work of the brain of each person, and synesthesia is not. In addition, while Nikolić offers to abandon the term synesthesia altogether, I suggest only reconsidering it and giving it a new definition: an individual atypical occurrence of ideasthesia.

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Kognitivna dimenzija u međukulturnoj komunikaciji

Nedvojbeno je kako je engleski jezik postao međunarodni jezik, a veliki postotak neizvornih govornika koristi ga za potrebe vlastite struke i usavršavanja, u akademskoj, znanstvenoj i kulturnoj komunikaciji, za razmjene iskustava, odlaske na međunarodne konferencije te kao lingua franca. Sukladno tomu, zadatak nastavnika jest usmjeriti poučavanje prema profilu međukulturalnoga govornika i razvijati međukulturnu kompetenciju koja se od sredine 1990-ih godina sve češće sagledava kao jedna od komponenata šire shvaćene komunikacijske kompetencije na stranom jeziku (Petravić 2016). Kako bi ispitali međukulturnu kompetenciju, u ovom radu istražujemo stavove 45 studenata Prehrambene tehnologije na temelju prekograničnog međukulturnog modela CROMO, zamišljenog kao dopuna Europskom jezičnom portfoliju (EJP), sastavljenog od tri cjeline. Ovaj rad usredotočen je na drugu cjelinu gore navedenog modela, na kognitivnu dimenziju međukulturne kompetencije, a odnosi se na ispitivanje stavova o sličnostima i razlikama, stereotipima i reakcijama studenata u međukulturnim kontaktima s ciljem osvješćivanja vlastitih uvjerenja i uporabe jezika u međukulturnim situacijama. Rezultati istraživanja pokazuju kako studenti posjeduju visoku razinu tolerancije i razumijevanja za različitosti te spremnost prihvaćanja kulturnih različitosti koje postaju dio modernog življenja. Jednako tako, spremni su prihvatiti različite norme ponašanja u svojoj zemlji, kao i prilagoditi se načinu života u drugim kulturama. Iako su uočili postajanje vlastitih stereotipa prema ljudima koji žive u zemljama našeg graničnog područja, jednako tako smatraju kako i ljudi u ostalim zemljama također posjeduju stereotipe u odnosu na nas. Međutim, mišljenja su da sve susjedne zemlje dijele slične vrijednosti, navike i norme ponašanja te im je samim time lakše uspostaviti međukulturne kontakte. Znanje stranih jezika potrebno je za uspješnu i laku komunikaciju, kako sa svijetom, tako i s državama u susjedstvu. Svijet postaje sve manji, već je postao globano selo, a povezanost država raste. Ukoliko i Hrvatska želi postati dio toga svijeta, njezini građani, a posebice mlađa populacija, moraju intenzivirati svoje napore u učenju stranih jezika.

The cognitive dimension in intercultural communication

There is no doubt that English language has become the international language, and the high percentage of non-native speakers of English use it for their professional needs and training, in the scientific, academic and cultural communication, when exchanging experiences, participating in intercultural conferences and as lingua franca. Accordingly, the aim of teachers should be to direct their teaching in a way it suits the profile of an intercultural speaker and to develop intercultural competence which has been considered as one of the components of foreign language communicative competences since the mid-1990s. (Petravić 2016) In order to study the intercultural competence, in this paper, we use the survey to examine the perceptions and attitudes of 45 students of Food technology on their intercultural competence. The survey is based on Crossborder Module for European Language Portfolios (or CROMO, for short). CROMO consists of three parts, and this paper focuses on the second part of CROMO, on the cognitive dimension of intercultural competence as well as on issues about similarities, differences, stereotypes and reactions of students in intercultural contacts. The aim of the paper is to help students realize their personal values and beliefs and the usage of language in intercultural situations. The results of the survey show that students possess a very high level of tolerance and understanding for differences and they are ready to accept cultural differences which have become the part of modern society. Moreover, they are willing to accept different norms of behaviour in their country, as well as to adjust themselves to different ways of living in other countries. Although the students are aware of the existence of their own stereotypes about the people living in our border countries or regions, they believe that people from other countries share the same stereotypes about us. However, there is a common belief that all border countries share the same values, habits and norms which enable them to make the intercultural contacts easily. The use of foreign languages is needed for successful and easy communication both with the world and the neighbouring countries. The world is getting smaller. It has already become the global village. The bonds among countries are getting stronger. In order to become a part of that world, Croatia and its inhabitants, especially young population, need to put more effort in language learning.

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Language awareness and different learning conditions

Over the last three decades many theoretical and empirical studies have dealt with the language awareness raised before, while and after performing under different learning conditions as well as with processing simple and complex language input (Rosa and O'Neill 1999, Leow 2001). This study aims at contributing to this line of research. It investigates the levels of awareness before and immediately after implicit and explicit exposure to an advanced morpho-syntactic and semantic construct in German, passivizable vs. non-passivazible verbs. In addition, it investigates the relationship between the reported levels of awareness and the specific type of exposure. The participants in the study are 48 Croatian university-level first semester students of German as a foreign language. An experimental pretest-treatment-immediate-posttest design is applied employing both online and offline data elicitation procedures. A pretest is administered measuring the levels of awareness before the treatment through receptive and productive tasks, i.e. two multiple-choice recognition tasks, and a controlled written production task. An immediate posttest with a second set of assessment tasks is administered to measure the levels of awareness after the treatment. The data about levels of awareness are also collected by means of non-metacognitive think-aloud protocols applied concurrently to solving the required assessment tasks. The results are expected to indicate that different learning conditions have a different impact on levels of awareness, i.e. that explicit learning conditions lead to higher levels of awareness of the use of passivizable verbs. This study will contribute to the discussion of the role of morpho-syntactic and semantic awareness in foreign language development in the Croatian learning context. Furthermore, it may give a useful insight into how to teach complex morpho-syntactic and semantic constructs more effectively.

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Pragmatička osviještenost budućih nastavnika engleskoga kao stranoga jezika

U posljednjih je nekoliko desetljeća pragmatička kompetencija prepoznata i definirana kao temeljni vid komunikacijske kompetencije čime je pragmatičko znanje postalo važnim dijelom znanja nastavnika stranoga jezika. Međutim, istraživanja su pokazala da se u nastavničkom obrazovanju o pragmatici govori isključivo s teorijskog aspekta dok se praktični dio – primjena pragmatike u učionici stranoga jezika – uvelike zanemaruje. Često se pretpostavlja da će studenti pragmatička obilježja stranoga jezika "pokupiti" za vrijeme svog nastavničkog obrazovanja (Karatepe 2001). S druge strane, brojna su istraživanja (Bardovi-Harlig i Dörnyei 1998, Schauer 2006) pokazala da je čak i kod naprednih učenika stranoga jezika gramatička kompetencija bolje razvijena od pragmatičke kompetencije te da su budući nastavnici često nesigurni u vlastito znanje stranoga jezika (Eslami i Eslami-Rasekh 2008). Ovo je istraživanje prva faza dugoročnog istraživačkog projekta čiji je cilj opisati i poboljšati pragmatičku osviještenost i proizvodnju studenata – budućih nastavnika engleskoga kao stranoga jezika. Glavni je cilj ovog istraživanja bio ispitati način na koji studenti percipiraju pragmatiku i pragmatičko znanje u stranome jeziku, odnosno utvrditi do kojeg su stupnja studenti svjesni pragmatičkih obilježja stranoga jezika koji će poučavati. U ovom istraživanju sudjelovalo je 25 studenata diplomskog studija anglistike (nastavnički smjer) s jednog hrvatskog sveučilišta. Podaci su prikupljeni korištenjem zadatka prepoznavanja pogrešaka (engl. Error Recognition Task), zadatka dopunjavanja diskursa (engl. Discourse Completion Task) te polustrukturiranog intervjua. Zadatak prepoznavanja pogrešaka korišten je za mjerenje pragmatičke osviještenosti sudionika, a zadatak dopunjavanja diskursa za prikupljanje primjera jezične proizvodnje govornih činova na stranome jeziku. Za vrijeme intervjua, sa studentima se raspravljalo o odgovorima koje su dali u upitnicima te o njihovom mišljenju o ulozi pragmatike u nastavničkom obrazovanju. Analiza rezultata pokazala je da su studenti dosegli određenu razinu pragmatičke osviještenosti koja je uglavnom vezana za teorijsko poznavanje pragmatike. Rezultati su potvrdili potrebu za uključivanjem pragmatike i aktivnosti vezanih za pragmatičku osviještenost u nastavničko obrazovanje.

Pragmatic awareness of EFL student teachers

As pragmatic competence has been recognized and defined as a fundamental aspect of communicative competence, knowledge of pragmatics has become an important part of foreign language teachers' knowledge base. However, research has shown that the treatment of pragmatics in FL teacher education is based on theory and that the practical application of pragmatics in language classrooms (instructional pragmatics) is often neglected. It is often assumed that FL teacher trainees will pick up the pragmatic features of a foreign language along the process of training (Karatepe 2001). On the other hand, different studies (Bardovi-Harlig and Dörnyei 1998, Schauer 2006) have shown that the pragmatic competence of very advanced FL learners may be weaker than their grammatical competence and that FL student teachers often feel insecure about their language proficiency (Eslami and Eslami-Rasekh 2006). The present small-scale study is the first part of a long-term research project the aim of which is to describe and enhance the pragmatic awareness and production of EFL student teachers in Croatia. The main aim of this study was to understand the way in which EFL student teachers perceive pragmatics and pragmatic knowledge in L2, that is, to establish to what extent they are aware of pragmatic features of the language they are going to be teaching in the future. The participants were 25 graduate students of English language and literature at a Croatian university. Data were collected using the error recognition task (ERT), discourse completion task (DCT) and semi-structured interviews. The ERT was used to measure the participants' pragmatic awareness and the DCT was used to collect a sample of participants' speech act production. Semi-structured interviews were used to discuss the students' answers to the questionnaires and to examine their opinion regarding the study of pragmatics and its role in teacher education. The results have shown that the student teachers have developed a certain degree of pragmatic awareness which, however, was mostly related to theoretical pragmatic knowledge. The results of this study confirm the necessity of including pragmatics and pragmatic awareness raising activities in teacher education courses.

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Tea Šegić
Sveučilište u Zadru

Tata kupi mi auto i mlijeko za tijelo

Reklamna poruka kao tekstna vrsta za zadatak ima predstaviti određenu stvar, biće ili pojavu u najboljem mogućem svjetlu i pri tom u svijesti čitatelja stvoriti pozitivnu sliku o reklamiranom. Još važnije, cilj je reklamnog teksta izvršiti svoju apelativnu funkciju te potaknuti čitatelja na određenu reakciju – integraciju reklamiranog u čitateljevu svakodnevnicu. Pri tome reklama svjesno manipulira izričajnom dimenzijom kako bi mogla utjecati na psihološki profil potencijalnih recipijenata reklamne poruke i izazvati kod njih točno određenu reakciju (Stolac, Vlastelić 2014). Recipijenti s druge strane, na osnovu jezičnog konteksta, kao i na temelju izvanjezičnog znanja i iskustva, ulažu određeni mentalni napor da bi pronikli u komunikativnu namjeru primljene poruke (Udier 2006). Navedeno potvrđuje davno utemeljenu teoriju govornih činova Johna R. Searla sukladno kojoj emitent formirajući riječ ili rečenicu izvršava kakovu govornu radnju, a sve s ciljem postizanja određene komunikacijske namjere (usp. Searle 1976). Upravo će Searlova teorija govornih činova kao i konverzacijske maksime Paula Gricea poslužiti kao teoretski okvir za analizu apelativnih tekstova pisanih njemačkim jezikom. Korpus na temelju kojeg će izvršiti istraživanje čine 4 njemačka reklamna teksta iz različitih izvora: reklama za automobil, reklama za kozmetički proizvod, oglas za posao te promotivni tekst o izbornom programu političke stranke. Cilj analize je pokazati kako reklamni tekst pomno razrađenom jezičnom strategijom manipulira sviješću, vrijednostima i interesima čitatelja, izaziva u njemu željenu reakciju i time ostvaruje svoju apelativnu funkciju. Istražit će se jezični indikatori, s naglaskom na njihova semantička obilježja, pomoću kojih se izravno i neizravno manifestiraju komunikacijske namjere. Analizom i međusobnom usporedbom primjera iz sva četiri teksta, izvest će se zaključci o pragmatičkim specifičnostima reklamne tekstne vrste.

Daddy, buy me a new car and body milk

The main task of a text type such as an advertisement is to present a certain object, being or phenomenon in its best and in that create a positive image of the advertised in the reader's mind. Furthermore, the advertisement's aim is to accomplish its persuading function and to bring the reader to a specific reaction – integration of the advertised in her/his everyday life. By performing its function, the advertisement consciously manipulates the language dimension in order to influence the psychological profile of the potential receivers and to bring them to a specific reaction (Stolac, Vlastelić 2014). Receivers, on the other hand, by means of the language context as well as their outerlanguage knowledge and experience make certain mental effort to reveal the communication purpose of the received message (Udier 2006). Above mentioned confirms the Speech Acts Theory founded by John Searle long ago. According to it, a sender performs a certain speech activity each time (s)he utters a word or a sentence only to achieve a certain communication purpose (cf. Searle 1976). The very Searle's theory along with Paul Grice's Conversational Maximes will provide the theoretical frame for analysing the chosen directive texts. The corpus is based on four advertising texts written in German: a car advertisement, a cosmetic product advertisement, a job advertisement and a political party advertising leaflet. The goal of the analysis is to show how advertisements manipulate the reader's mind, values and interests, provoke a certain reaction and perform their persuading function all by means of a carefully worked out language strategy. The analysis will include the language indicators, especially their semantic characteristics, which directly and/or indirectly express the communication purpose. The analysis and mutual comparison of the examples taken from all four texts will bring to a conclusion about pragmatic peculiarities of advertising texts.

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Rodno osviješteni jezik u javnom komunikacijskom prostoru: pravna i jezična norma

Hrvatski standardni jezik posjeduje jezične i pravne mehanizme za ravnopravnu vidljivost spolova. Ima mocijske parnjake i nastavke za ženski rod. Zakon o ravnopravnosti spolova Republike Hrvatske i Preporuka Vijeća Europe definiraju obvezu upotrebe ženskog i muškog oblika pri navođenju zanimanja, radnog mjesta ili titule. Rodno neosviještena upotreba jezika rezultira nevidljivošću žena u javnom komunikacijskom prostoru te doprinosi diskriminaciji žena u društvu. Stoga, osim što je jezično opravdana, upotreba rodno osjetljivog jezika predstavlja i važno društveno pitanje. Ovaj rad analizira dvije različite norme za korištenje rodno osjetljivog jezika – pravnu i jezičnu. S obzirom na dostupnost i kontinuirano ažuriranje, Hrvatski jezični portal uzet je kao „krojač" javnog komunikacijskog prostora. Kao pravna norma korištena je Nacionalna klasifikacija zanimanja iz 2010. godine. Sva zanimanja navedena u Nacionalnoj klasifikaciji zanimanja pretražena su na Hrvatskom jezičnom portalu. Imajući na umu formu i sadržaj jezičnog znaka, zanimanja iz oba korpusa analizirana su i u odnosu na značenje, tj. rječničku definiciju. Rezultati ovog istraživanja pokazuju značajnu neusklađenost između dviju normi. Osim što jezična norma ne prepoznaje mnoga zanimanja navedena u Nacionalnoj klasifikaciji, često različito definira isto zanimanje ovisno o rodu. Ovakvo smještanje jezične norme u društveni kontekst objašnjava neke od razloga nesustavnog korištenja rodno osviještenog jezika.

Gender-sensitive language in public communication: legal and linguistic norm

Croatian standard language has linguistic and legal mechanisms for equal visibility of sexes. It has motal counterparts and suffixes denoting female person. Gender Equality Act of the Republic of Croatia and Recommendation made by the Council of Europe define the obligation of using both male and female form when stating occupations, work positions or titles. Usage of gender-insensitive language results in invisibility of women in public communication and consequently, their discrimination. Therefore, apart from being linguistically justified, the usage of gender-sensitive language is an important social issue. This paper analyses two different norms for the usage of gender-sensitive language − legal and linguistic norm. Considering availability and continuous updating, Hrvatski jezični portal (Croatian Language Portal) was taken as a public communication norm. National Classification of Occupations from 2010 was used as a legal norm. All occupations from the National Classification were searched on Hrvatski jezični portal. Considering the form and content of a linguistic sign, occupations from both corpora were analysed in relation to their meaning that is a dictionary definition. The results of this research indicate a significant mismatch between the two norms. The linguistic norm does not recognize many occupations from the National Classification. Furthermore, it defines some occupations differently depending on whether they refer to a man or to a woman. Some of the reasons for gender-insensitive language usage can be explained by placing the linguistic norm into social context as attempted in this paper.

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Uloga mentalnih predodžbi diskursnih aktivnosti u strategijama medijske manipulacije

U radu se želi ukazati na ulogu mentalnih predodžbi diskursnih aktivnosti u strategijama medijske manipulacije, te na doprinos diskursno-lingvističke analize fokusirane na mentalne predodžbe diskursnih aktivnosti, razotkrivanju tih strategija. U njemu se primjenjuje integrirajući pristup analizi medijskog diskursa, koji kombinira relevantne teorije diskursa i diskursne aktivnosti (Jakobson 1963, Benveniste 1974, Bahtin 1977, Bange 1992, Moirand 2007) i modele lingvistički fokusirane analize diskursa (Charaudeau 1997, Roulet 1999, Adam 2005). Polazi se od dijaloške koncepcije diskursa Jakobsona i Benvenistea, koji daju prioritet izučavanju dijaloškog diskursa, "fundamentalne realnosti sa kojom se lingvist susreće" (1963: 32), smatrajući monolog varijantom dijaloga, "fundamentalne strukture" (1974: 85), te od Bahtinovog shvaćanja diskursa kao situirane verbalne interakcije u njenim jezičnim i situacijskim dimenzijama, koja zahtijeva silazni metodološki postupak analize, od većih jedinica ka manjim (1977: 137−141). U analizi mentalnih predodžbi diskursnih aktivnosti na kojima se temelji diskurs medijske informacije kombinira se Bangeovo shvaćanje hijerarhijske strukture aktivnosti, Rouletov model analize hijerarhijske strukture diskursa te Charaudeauova analiza diskursa medijske informacije i njegova distinkcija između aktivnosti izvješćivanja i aktivnosti komentiranja činjenica i izjava od kojih se sastoje medijski događaji. U radu se želi ukazati na to da se analizirane strategije medijske manipulacije temelje na (zlo)uporabi ovih aktivnosti, koje se koriste kao akcijski okvir ili mentalni „kalup" za neke druge tipove aktivnosti. Zapažanja se temelje na analizi korpusa novinskih članaka objavljenih u online izdanjima hrvatskih dnevnih listova, sačinjenog na temelju Moirandove koncepcije „diskurzivnog trenutka" i „sljedivosti" (2007: 3−6). Analiziraju se dva novija primjera iz hrvatskog medijskog prostora, slučaj „lidlići" i slučaj „bloger", koji upravo i ukazuju na potrebu dublje, višerazinske diskursno-lingvističke analize u cilju razotkrivanja strategija manipulacije kojima su izloženi i sami mediji i njihova publika, a koja bi polazila od analize mentalnih predodžbi diskursnih aktivnosti na čijoj se (zlo)uporabi analizirane strategije medijske manipulacije temelje, da bi zatim na leksičkoj razini pratila (slijedila) njihove jezične manifestacije u različitim diskursnim žanrovima.

Mental representations of discourse activities and strategies of media manipulation

The aim of this work is to point out the role of mental representations of discourse activities in the strategies of media manipulation and the contribution of the discourse and linguistic analysis focused on mental representations of discourse activities to the unmasking of these strategies. It applies an integrative approach to the media discourse analysis that combines the relevant theories of discourse and discourse activities (Jakobson 1963, Benveniste 1974, Bahtin 1977, Bange 1992, Moirand 2007) and the models of linguistically focused discourse analysis (Charaudeau 1997, Roulet 1999, Adam 2005). It starts from the concept of dialogue within discourse of Jakobson and Benveniste, who give priority to the study of the dialogue discourse, 'fundamental reality with which a linguist is confronted' (1963: 32), considering the monologue a variant of the dialogue, 'fundamental structure' (1974: 85), and Bahtin's understanding of discourse as a situated verbal interaction in its linguistic and situational dimensions, demanding a descending methodological analysis procedure, from larger units to the smaller ones (1977: 137−141). In analysing mental representations of discourse activities on which the discourse of media information is based, Bange's understating of hierarchical activity structure is combined with Roulet's model of analysis of hierarchical discourse structure and Charaudeau's discourse analysis of media information and his distinction between reporting activities and activities commenting on the facts and statements that the media events consist of. This work aims to point to the fact that the analysed strategies of media manipulation are based on (mis)use of such activities that are used as an action framework or a mental 'mould' for some other types of activities. The observations are based on the analysis of a corpus of newspaper articles published in online editions of Croatian daily newspapers, made based on Moirand's concept of 'discourse moment' and 'traceability' (2007: 3−6). Two recent examples from the Croatian media space are analysed, the 'lidlići' case and the 'blogger' case that precisely point to the need of a deeper discourse and linguistic multilevel analysis with the aim of disclosing the manipulation strategies to which the media themselves and their audience are exposed; the analysis would be based on mental representations of discourse activities on whose (mis)use the analysed strategies of media manipulation are based and then, on the lexical level, it would follow their linguistic manifestations in different discourse genres.

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La mente bilingue e i numeri

Il rapporto tra mente e numeri nei parlanti bilingui è intrigante a causa dei processi cognitivi che vengono impiegati nella verbalizzazione nella seconda lingua di un qualsiasi valore numerico. Questo contributo si propone di analizzare il rapporto tra il linguaggio e i numeri nei parlanti bilingui croato-italiani e italiano-croati e di vedere, attraverso i risultati ottenuti, da cosa dipende il tempo impiegato nelle risposte (tempo che verrà misurato e analizzato). Si proverà quindi ad appurare se i parlanti traducono da una lingua all'altra i numeri oppure fanno uso di visualizzazioni mentali numerali, e quali strategie impiegano. In questa maniera si verificherà se tutto ciò è collegato con l'acquisizione linguistica precoce o tarda della seconda lingua, se la verbalizzazione numerale è una specie di automatismo e se è dipendente dalla lingua nella quale le operazioni aritmetiche essenziali sono state apprese, e quale è il ruolo della lingua della scolarizzazione in tutto ciò. La metodologia usata nella ricerca consisterà nell'intervistare studenti e professori bilingui, tenendo conto che le lingue dominanti siano distribuite in maniera uguale (CRO − IT; IT − CRO) e nel proporre loro delle domande che concernono i numeri. Ad esempio dovranno dire il loro numero di telefono, la loro data di nascita e quella dei propri genitori, risolvere degli esercizi aritmetici di addizione e moltiplicazione rappresentati non con numeri ma con parole, o si richiederanno le date di alcuni famosi fatti storici o di festività. Oltre a ciò, si prenderà nota della loro biografia linguistica (quale lingua usano a casa, quando hanno appreso la seconda lingua, con chi parlano ciascuna lingua, in quale lingua contano, moltiplicano, sommano oppure memorizzano i loro dati personali contenenti cifre e numeri, quale scuola hanno frequentato, ecc.). I risultati ottenuti verranno comparati con quelli di ricerche affini nell'ambito delle scienze cognitive e del bilinguismo, come ad esempio Spelke and Tsivkin (2001); Marsh and Maki (1976); Martinez-Lincoln and Cortinas and Wicha (2015); French-Mestre and Vaid (1993) e Salillas and Wicha (2012).

Dvojezični um i brojevi

Odnos jezika i brojeva u dvojezičnih govornika intrigantan je zbog kognitivnih procesa koji nastupaju kada bilingvalni govornik mora izgovoriti na svom drugom jeziku neku brojčanu vrijednost. Ovaj rad ima za cilj analizirati odnos jezika i brojeva u dvojezičnim govornicima hrvatskoga i talijanskoga jezika i vidjeti, kroz dobivene rezultate, o čemu sve ovisi vrijeme odgovora (koje će se mjeriti i analizirati). Pokušat ćemo istražiti da li govornici brojeve prevode s jednog jezika na drugi ili posežu za njihovom mentalnom vizualizacijom i kojim se strategijama služe. Istraživanjem ćemo utvrditi je li to povezano s ranim odnosno kasnim usvajanjem drugog jezika, je li to neka vrsta automatizma i ovisi li o jeziku na kojem smo naučili osnovne aritmetičke operacije te koja je uloga obrazovnoga jezika u svemu tome. Metodologija istraživanja sastojat će se od ispitivanja dvojezičnih studenata i profesora, pritom vodeći računa o jednako zastupljenim dominantnim jezicima (HR − TAL; TAL − HR) kojima ćemo postavljati različita pitanja vezana za brojeve. Npr. da nam kažu svoj broj telefona, svoj datum rođenja i datum rođenja svojih roditelja, da riješe aritmetičke zadatke zbrajanja i množenja izražene jezikom te da daju odgovarajući datum nekih opće poznatih praznika ili povijesnih događaja. Uz to zabilježit ćemo i osnovne podatke o njihovoj jezičnoj biografiji (kojim se jezikom služe kod kuće, kada su naučili drugi jezik, s kim pričaju prvi i s kim drugi jezik, na kojem jeziku broje, množe, zbrajaju i pamte svoje osobne podatke koji sadrže brojeve, koju su školu pohađali). Dobiveni rezultati usporedit će se sa sličnim istraživanjima iz područja kognitivnih znanosti i dvojezičnosti, kao npr. Spelke and Tsivkin (2001); Marsh and Maki (1976); Martinez-Lincoln and Cortinas and Wicha (2015); French-Mestre and Vaid (1993) te Salillas and Wicha (2012).

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Sveučilište u Oslu

The JOURNEY metaphor in the conceptualization of Croatian and Serbian process of joining the EU

Obtaining the candidate status as a part of the EU integration process represents a complex social activity. Given its complexity, the event is often conceptualized through metaphors, which have been shown to help the understanding of abstract processes. Working within the theoretical framework of Conceptual Metaphor Theory (Lakoff and Johnson 1980), Critical Metaphor Analysis (Charteris-Black 2004, 2005) and applying Musolff's (2006) concept of "metaphor scenario", the present research deals with one particular way of conceptualizing the political process of obtaining the EU candidate status, as found in Croatian and Serbian EU discourse: the JOURNEY metaphor scenario. Based on metaphor-oriented critical discourse analysis, this research examines Croatian and Serbian media texts in order to reveal and compare their perspectives on EU relations. Corpus extracted from two Croatian weekly newspapers (Globus and Nacional), counting 74.663 words, and two Serbian weekly newspapers (Nin and Vreme), counting 112.467 words will be comparatively analysed. The analysis is focused on a five-month period leading to Croatia and Serbia obtaining the candidate status, which was characterized by intensive discussions and debates about the EU integration. The analysed metaphorical expressions linguistically realizing the JOURNEY metaphor were identified by a combination of a bottom-up approach (the MIPVU procedure, Steen 2010) and a corpus-based method (relevant key words, Charteris-Black 2004). Preliminary analysis suggests that metaphorical expressions belonging to the JOURNEY metaphor (step, traffic light, green light, red light, turnaround, etc.), form a coherent set and offer an insightful and evaluative view on the nature of the process of joining each country to EU. It is hoped that a comparative research design will make it possible to make conclusions about the use of the JOURNEY metaphor in Serbia (a country that aspires to join the EU), versus a country that is already an EU member − Croatia.

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Fonološki razvoj − interakcija kvalitete fonoloških reprezentacija i fonološkog procesiranja

Povezanost reprezentacija i procesiranja te opće i jezične spoznaje omogućava bolje razumijevanje govorno-jezičnog razvoja, fonoloških poremećaja ali i fonološke obrade pri ovladavanju stranim jezikom. U ovom se radu fonološki razvoj sagledava iz kognitivnolingvističke perspektive određujući jedinice koje se oblikuju tijekom razvoja te opće kognitivne i jezične procese u kojima sudjeluju. Takva interakcija pokazuje povezanost sustava jezične obrade s općim kognitivnim sustavima. Fonem tj. fonološka reprezentacija je multimodalni mentalni konstrukt koji se tijekom razvoja oblikuje različitim vrstama znanja prije nego što preuzme tradicionalno mu pripisivanu funkciju razlikovanja većih jezičnih jedinica. Sadržaj fonološke reprezentacije tijekom razvoja odredit će urođeni čimbenici i utjecaj okoline, leksički čimbenici materinskog jezika koji su u interakciji s urođenim čimbenicima, te perceptivno artikulacijske čimbenici. Potreba za procjenom kvalitete fonološke reprezentacije kao umnog konstrukta javlja se u području istraživanja disleksije unutar dva dominantna teorijska okvira: 1) unutar hipoteze razlikovnosti (Elbro 1996) koja kaže da razlikovnost fonoloških reprezentacija ovisi o količini fonetskih informacija nužnih za razlikovanje od susjednih unutar mentalnog leksikona i 2) hipoteze segmentacije (Fowler 1991; Walley 1993) koja kaže da tijekom razvoja stupanj segmentacije leksičkih jedinica postepeno raste. Iako na prvi pogled suprotstavljene, čini se da se ove dvije hipoteze nadopunjuju. Prva se bavi sadržajem, materijalom koji sudjeluje u obradi a druga procesima obrade. Procesi obrade tj. uporabe fonoloških informacija u obradi govora i jezika (Wagner i Torgesen 1987) dio su opće kognitivnih mehanizama, a mjere se fonološkim pristupom leksičkom pamćenju, fonološkim pamćenjem i fonološkom osjetljivošću te su povezane su s općim kognitivnim sposobnostima (McBride-Chang 1995), dok je fonološka osjetljivost ujedno i dio metajezičnog razvoja (Gillon 2004). Osim pregleda jedinica i procesa, u radu se iznosi i presjek metodologije istraživanja kvalitete fonoloških reprezentacija.

Phonological development – interaction between quality of phonological representations and phonological processing

Interaction between representations and processing and between general and domain specific abilities offers deeper understanding of phonological development, disorders and processing in foreign language learning. This paper addresses phonological development from a cognitive linguistic perspective, providing contemporary definition of developmental units and relating them to both general cognitive and linguistic processes. Their relation demonstrates how general and language specific domains interact. Phoneme or phonological representation is a multimodal cognitive construct shaped by various types of knowledge during developmental process, before the unit obtains its traditional function. During development the phonological representation will be shaped by several factors, both innate and contextual. More specifically: lexical features of the mother tongue in interaction with innate factors, and also by the perceptual and articulatory factors. The assessment of the quality of phonological representations as a cognitive construct has been the focus of the studies on dyslexia offering two main theoretical approaches: 1) distinctness hypothesis (Elbro 1996) stating that the distinctness of phonological representations depends on the amount of phonetic information needed to differentiate from the neighboring units in mental lexicon and 2) segmentation hypothesis stating that segmentation of lexical units gradually increases during developmental period (Fowler 1991; Walley 1993). Although they may seem opposite at first, we would like to propose that the two hypotheses are complementary. The first hypothesis defines the units being processed and the second the processing itself. Phonological processing, i.e. the use of phonological information in speech and language processing (Wagner and Torgesen 1987), is part of general cognitive mechanisms (McBride-Chang 1995) and it is measured by phonological recoding in lexical access, phonetic recoding to maintain information in working memory and phonological ability or awareness. Phonological ability/awareness being part of both phonological processing and metalinguistic awareness (Gillon 2004). In addition to addressing the relationship between phonological units and processes, this paper provides overview of the research methods used for assessment of phonological representations.

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Ovladanost prostornim i neprostornim značenjima prefigiranih glagola u hrvatskome kao inome jeziku

Istraživanja ovladanosti prefigiranih glagola u govornika hrvatskoga kao inoga jezika (HIJ-a) provode se da bi se izveli zaključci o tome koji sve čimbenici imaju utjecaj na ovladanost prefigiranim glagolima te kako bi se na temelju prikupljenih podataka osmislio pristup njihovu poučavanju koji bi bio učinkovitiji od već postojećih pristupa (Matovac i Udier 2016a). Dosadašnja su istraživanja (Udier, Mikelić Preradović i Boras 2017, Matovac i Udier 2017) proučavala odnos između čestotnosti prefigiranoga glagola i njegove ovladanosti, odnos između čestotnosti glagolskoga prefiksa i ovladanosti glagola tvorenih njime, odnos između produktivnosti glagolskoga prefiksa i ovladanosti glagola tvorenih njime te odnos između postojanja i čestotnosti supojavljivanja prijedloga homofonoga glagolskome prefiksu i ovladanosti prefigiranim glagolima tvorenim tim prefiksom. U tim istraživanjima dosad nije posvećena znatnija pozornost odnosu između ovladanosti prefigiranim glagolom i značenja glagolskoga prefiksa, odnosno je li riječ o prostornom ili o neprostornom značenju glagolskoga prefiksa. Nastavljajući se na spomenuta prethodna istraživanja, ovim istraživanjem nastojat će se istražiti odnos između značenja prefiksa i ovladanosti prefigiranim glagolom u govornika HIJ-a. Istraživanje će biti provedeno kvantitativnom metodom upitnikom na uzorku od 30 ispitanika, učenika HIJ-a na razinama jezične kompetencije B1, B2 i C1. Na temelju kolokacija koje ispitanici navedu s prefigirnaim glagolima izvest će se zaključci o tome jesu li bolje ovladali prostornim ili neprostornim značenjima te kojim značenjima daju prednost. U skladu s kognitivnolingvističkim teorijskim okvirom te istraživanjima usvajanja prvog i drugih jezika može se pretpostaviti da će prostorna značenja biti ovladanija od neprostornih te da bi, posljedično, na tome trebalo graditi nov model poučavanja. Također, pretpostavlja se da će na nižim razinama jezične kompetencije ovladanost neprostornim značenjima biti slabija nego na višim, tj. da će se uočiti napredovanje u ovladanosti neprostornim značenjima od nižih prema višim razinama. Pretpostavke istraživanja u skladu su s kognitivnolingvističkim modelom poučavanja glagolske prefiksacije u nastavi HIJ-a (Matovac i Udier 2016a) koji se u jednom empirijskom istraživanju (Matovac i Udier 2016b) već pokazao učinkovitijim od postojećih pristupa poučavanju.

The attainment of spatial and non-spatial meanings of prefixed verbs in Croatian as L2

The reason for researching the attainment of prefixed verbs in Croatian as a second language (CL2) is to shed light upon the factors influencing the process of attaining those verbs, and based upon the collected data, to develop a teaching approach that would be more efficient than the ones which already exist (Matovac and Udier 2016a). Previous research (Udier, Mikelić Preradović and Boras 2017; Matovac and Udier 2017) has studied the correlation between the frequency of a prefixed verb and its attainment, the correlation between the frequency of a verbal prefix and the attainment of verbs prefixed by it, the correlation between the productivity of a verbal prefix and the attainment of the verbs prefixed by it, the correlation between a verbal prefix, its cognate preposition (if it has one) and the frequency of their co-occurrence and the attainment of verbs prefixed by this prefix. The research so far has paid no significant attention to the relationship between the attainment of a prefixed verb and the meaning of a verbal prefix, particularly as to whether the prefix used to form a verb has a spatial or non-spatial meaning. Following the research mentioned, this research will try to explore the correlation between the meaning of a verbal prefix and the attainment of prefixed verbs in CL2 learners. The research will be conducted by quantitative method. The questionnaire will be administered to a sample of 30 participants, CL2 students at the B1, B2 and C1 levels of language competence. Based on the collocations that the participants list with prefixed verbs, conclusions will be drawn as to whether they are better at mastering the spatial or non-spatial meanings and which meanings they prefer. In accordance to the cognitive linguistic theoretical framework and to the research in the acquisition of the first and second languages it can be assumed that the spatial meanings will be more dominant than the non-spatial, and consequently, that a new teaching model should be built upon them. It is also assumed that within the lower levels of linguistic competence, the attainment of the non-spatial meanings will be lower than at the higher ones, i.e. the advancement in the attainment of the non-spatial meanings from the lower to the higher levels of language competence will be demonstrated. The presumptions of the research are in line with the cognitive linguistic model of teaching the verbal prefixation in CL2 (Matovac and Udier 2016a), which has already been proven to be more effective than the existing teaching approaches by one empirical study (Matovac and Udier 2016b).

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Kognitivni kontekst i struktura mentalnih reprezentacija

Jedna od ključnih tema istraživanja koja se bave usvajanjem drugog/stranog jezika jest priroda odnosa materinskog i drugog/stranog jezika u govornikovom umu. Istraživanja su pokazala da je glavni čimbenik koji definira odnose među govornikovim jezicima opća razina poznavanja strang jezika, no također i da mentalne reprezentacije na kognitivnoj razini odražavaju i osobna iskustva govornika kao i trenutni kognitivni kontekst. S tim u vezi, cilj ovog istraživanja bio je ispitati mogući utjecaj kognitivnog konteksta na strukturu mentalnih reprezentacija u mentalnom leksikonu govornika. Sudionici istraživanja bili su hrvatski govornici (N=80), studenti Sveučilišta u Zagrebu više razine poznavanja engleskog kao stranog jezika, podijeljeni u četiri eksperimentalne skupine. Svaka skupina sudionika sudjelovala je u različitoj eksperimentalnoj situaciji, a njihov zadatak bio je da procijene značenje niza riječi koje su predstavljale istraživani korpus. Ovisno o eksperimentalnoj situaciji, riječi, odnosno njihovi prijevodni ekvivalenti procjenjivani su u materinskom (hrvatskom) jeziku ili u stranom (engleskom) jeziku. U dvije eksperimentalne situacije, prije procjenjivanja značenja riječi u J1 (hrvatskom) i J2 (engleskom), sudionici su bili izloženi kratkom vizualnom materijalu sadržajno povezanim sa kasnije evaluiranim riječima, odnosno koji je predstavljao određeno kontekstualno usmjeravanje za kasnije evaluiranje njihovih značenja. Kvantitativna i kvalitativna analiza dobivenih rezultata pokazala je visok stupanj preklapanja procjena značenja riječi u materinskom i stranom jeziku između sve četiri skupine sudionika. Rezultati su međutim pokazali i da su, bez obzira o kojem se jeziku radilo, govornici pridavali ekstremnije vrijednosti u eksperimentalnim situacijama u kojima su prije procjenjivanja značenja riječi bili izloženi vizualnom materijalu. Rezultati analize sagledani su s obzirom na hijerarhijske modele bilingvalnog pamćenja kao i nalaze nekih psiholingvističkih i neurolingvističkih istraživanja usmjerenih na analizu strukture mentalnih reprezentacija govornika. Dobiveni rezultati govore u prilog tezi da konceptualne reprezentacije, s obzirom da se sastoje od brojnih konceptualnih obilježja, nisu determinirane samo govornikovom razinom poznavanja jezika ili semantičkom i leksičkom organizacijom pojedinog jezika, već i govornikovim osobnim iskustvom, odnosno trenutnim kognitivnim kontekstom. Pri tome su granice mentalnih reprezentacija relativno nestabilne, a neki njihovi aspekti mogu se aktivirati u pojedinim trenucima ovisno o kontekstu uporabe riječi.

Cognitive context and the structure of mental representations

Relations between native and foreign languages in individual's mind during the process of foreign/second language learning has been one of the crucial topics of SLA research. Research has demonstrated that a major factor determining relations among speaker's languages is a general level of foreign language proficiency, but also that mental representations at the cognitive level reflect organization of speaker's own experiences as well as the momentary cognitive context. With regards to this issue, the aim of this research was to investigate the potential effect of cognitive context on the structure of mental representations in speaker's mental lexicon. Participants in the study were 80 Croatian L1 speakers, students of the University of Zagreb of higher intermediate L2 (English language) proficiency, placed into four experimental groups and subjected to four different experimental situations. Their task was to evaluate the meaning of a set of L1 words or of their L2 translation equivalents. In two experimental situations, prior to evaluating words in their L1 or L2 participants were exposed to a short visual material serving as a sort of contextual directing as it contained words whose meaning was later evaluated. Quantitative and qualitative analysis of the results has shown a high degree of overlapping of L1 and L2 words' meaning evaluations among all groups of subjects. However, it has also shown that irrespective of language, more extreme values were attributed to the meaning of words in the situations in which prior to evaluation participants have been exposed to the visual material. The obtained results are discussed with reference to hierarchical models of bilingual memory as well as findings of some recent psycholinguistic and neurolinguistic studies focusing on the structure of speakers' mental representations. The results support the claim that conceptual representations, being built of a number of conceptual features are not only determined by speaker's proficiency in a language or lexico-semantic organization of a language but also reflect speaker's own experiences and momentary context. Accordingly, conceptual representations are relatively unstable and some of their aspects tend to be activated at various times depending on the words' usage context.

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Proceduralni sadržaj pragmatičkog konektora *i*

Cilj rada je utvrditi proceduralni sadržaj konektora "i" u hrvatskome jeziku na temelju modela J.-M. Luschera i J. Moeschlera na korpusu romana za mlade I što sad? autorice Sanje Pilić. Rad se temelji na premisi o poteškoćama usvajanja uporabe konektora kod mlađih govornika materinskog jezika. Uloga konektora jest olakšavanje razumijevanja iskaza u kojima se oni pojavljuju. Sadržaj koji može biti konceptualiziran, kao npr. stereotip, lako se i brzo usvaja, no pretpostavka je da je teže, osobito djeci, usvojiti uporabu konektora ili glagolskih vremena, dakle, onih riječi koje ne posjeduju konceptualni sadržaj budući ne opisuju situacije ni događaje, tj. nemaju smisao. Pragmatičke ili diskurzivne konektore kao semantičku ili pragmatičku temu osobito je u francuskoj lingvistici popularizirao Oswald Ducrot. Ducrot je pokazao da je nepotrebno u konektora tražiti konceptualni sadržaj, a ukoliko ipak posjeduju sadržaj, radi se o proceduralnom sadržaju. Istraživanje temeljimo na radovima ženevskog jezikoslovca Jean-Marca Luchera koji je originalano i sistematičano opisao proceduralne sadržaje konektora u francuskome jeziku te ćemo takav opis primijeniti na hrvatski konektor "i". Lucher je predložio devet proceduralnih sadržaja koji opisuju uvjete pod kojima se ostvarila komunikacija. Ti uvjeti se ne odnose isključivo na sadržaje povezanih rečenica među kojima se izražavaju odnosi temporalnosti, kauzalnosti ili implikacije već uključuju i obavijesti kontekstualne prirode, kao npr. kontradikciju ili negaciju prethodne tvrdnje, tj. situacije u kojima konektor ne uvodi novu rečenicu već novi jezični čin. U skladu s tim postavkama, nastojat ćemo utvrditi u kojoj mjeri konektori doprinose usmjeravanju interpretativnog postupka. Proceduralni sadržaj definirat ćemo u okviru ženevske škole koja svoje djelovanje temelji na teoriji pertinencije prema Sperber-Wilson. Osvrnut ćemo se i na neuspjeh teza o autonomiji jezika i lingvističkom relativizmu što je dovelo do razvoja ideje o proceduralnom sadržaju.

Procedural content of the pragmatic connective *i*

The aim of the paper is to determine the procedural content of the connective *"i"* in the Croatian language based on the model of J.M. Luscher and J. Moeschler using the corpus from the novel for young adults And What Now? (*I što sad?*) by the author Sanja Pilić. The purpose of the work is based on the supposition that there are difficulties in adopting the use of conjunctions in younger speakers of the mother tongue. The role of connectives should be to facilitate the understanding of the utterances in which they occur. However, the content which can be conceptualised, like e.g. a stereotype, is easily and quickly acquired, but the fact remains that it is more difficult, particularly for children, to adopt the use of connectives or tenses, that is, those words that do not have conceptual content since they describe neither situations nor events, i.e. they have no meaning. Pragmatic or discursive connectives became especially popular in French linguistics as a semantic or pragmatic theme in the works by Oswald Ducrot. He has shown that it is unnecessary to look for conceptual content in them, and if they have content, it refers to a set of instructions or procedures, i.e. so-called procedural content. We will be based here on the works of the linguist Jean-Marc Luscher of Geneva, who gave an original and systematic description of the procedural content of connectives in French and will try to apply it to the Croatian connective *"i"*. Luscher gives a list of nine procedural expressions that tell us about the conditions under which communication is established. These conditions do not refer only to the content of a string of related sentences when the relationships of temporality, causality, or implications between the sentences are involved but they also include information of contextual nature, like, for instance, contradiction or negation of the preceding proposition, i.e. the situation in which the connective does not introduce a new sentence but an act of uttering. Consequently, it will be determined to what extent connectives contribute to the direction of the interpretative process. The procedural content will be defined within the framework of the Geneva School, which fosters the theory of pertinence according to Sperber-Wilson. We will also recall the failure of the thesis about the autonomy of language and linguistic relativism which has led to the development of the idea of procedural content.

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EIL and EFL coursebooks: a critical analysis

The global spread of English as an international language (EIL) and the increase in the number of multilingual speakers have prompted the need to revise teaching practice focused on the native English speaker, and introduce a paradigm shift in the field of English language teaching (ELT). Given the international use of English, one of the most important goals of ELT should be the development of students' intercultural competence for communication with people from different cultures. By the same token, language teaching materials should reflect the changing face of English, and should be suitable and effective to bring the cultural complexity of EIL into the EFL classroom. However, "many approaches to language education have effectively marginalized culture and the intercultural by focusing solely on the linguistic system and the use of materials that are sanitized of cultural complexity" (Liddicoat and Scarino 2013: 47). Accordingly, the aim of this study is to examine cultural aspects in English as a foreign language (EFL) teaching materials. Using descriptive content analysis, cultural references in a global and a local EFL coursebook were examined in terms of four elements: type of culture, cultural dimension, level of cultural content, and approach to culture teaching. Furthermore, the topics in the coursebooks were also investigated to determine whether the principles underpinning the cultural component were in accordance with those underlying recent trends in cultural instruction and EIL pedagogy. The findings suggest that both coursebooks continue to adopt traditional methods of culture teaching and contain a large number of target culture representations. Moreover, the intercultural aspect is neglected while emphasis is placed on big "C" elements of culture and the acquisition of declarative cultural knowledge, thus favouring a product-oriented approach to culture teaching. The analysis also demonstrates that the content is mostly sanitized and restricted to safe and trivial topics. It will be argued that the EIL paradigm does not seem to have a significant impact on EFL materials development.

Engleski kao međunarodni jezik i udžbenici za učenje engleskoga jezika: kritička analiza

S pojavom globalne rasprostranjenosti engleskoga kao međunarodnog jezika i sve većeg broja višejezičnih govornika, javila se i potreba za promjenom nastavnih praksi usmjerenih prema izvornom govorniku engleskoga jezika i uvođenjem novih paradigmi u područje poučavanja istog. Uzevši u obzir intenzitet zastupljenosti engleskoga jezika na međunarodnoj razini, kao najvažniji cilj njegova poučavanja nameće se razvijanje interkulturalne kompetencije i osposobljavanje učenika za komunikaciju s pripadnicima različitih kultura. Osim toga, nastavni bi materijali trebali odražavati promjenjivu prirodu engleskoga jezika, a da pritom ostanu u domeni praktičnosti i učinkovitosti kako bi učenicima uspješno predočili kulturalnu kompleksnost engleskoga kao međunarodnog jezika. Ipak, „usmjeravajući se isključivo na jezik i uporabu materijala lišenih kulturalne složenosti, mnogi pristupi poučavanju jezika uspješno marginaliziraju kulturu i interkulturalnost" (Liddicoat i Scarino 2013: 47). Sukladno tome, cilj je ovog istraživanja ispitati kulturalne aspekte nastavnih materijala namijenjenih učenju engleskoga jezika. Koristeći metodu deskriptivne analize sadržaja, ispitali smo prisutnost kulturalnih elemenata u jednom stranom i jednom domaćem udžbeniku koji se koriste za učenje engleskoga jezika te ih analizirali s obzirom na vrstu kulture, kulturalnu dimenziju, razinu kulturalnog sadržaja i pristup poučavanju kulture. Nadalje, istražili smo i teme zastupljene u udžbenicima kako bismo utvrdili jesu li načela na kojima se temelje kulturalni sadržaji u skladu s onima na kojima se zasnivaju novi trendovi u poučavanju kulture i poučavanju engleskoga kao međunarodnog jezika. Dobiveni rezultati upućuju na činjenicu kako su u oba udžbenika i dalje najzastupljenije tradicionalne metode poučavanja kulture, kao i brojni primjeri koji uprizoruju ciljnu kulturu. Štoviše, interkulturalni aspekt se zanemaruje, a naglasak je stavljen na kulturu s velikim K i stjecanje deklarativnog kulturalnog znanja. Prema tome, moguće je zaključiti kako oba udžbenika zagovaraju onaj pristup poučavanju kulture u čijem su fokusu upravo kulturalni proizvodi. Analizom se također utvrdilo kako je sadržaj većinom "pročišćen" i sveden na sigurne i trivijalne teme. Stoga, ovim se istraživanjem nastoji skrenuti pozornost na činjenicu kako paradigma poučavanja engleskoga kao međunarodnog jezika nema značajan utjecaj na izradu materijala korištenih za učenje istog.

Liddicoat, A. and A. Scarino. 2013. *Intercultural Language Teaching and Learning.* London: Wiley-Blackwell.

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Discourse Analysis of the U.S. foreign policy strategic rhetoric in the Middle East

The aim is to analyse and demonstrate how discourse can play a powerful role in the presentation of policy in international affairs. The main target is to point out how specific language is intentionally employed in order to have a profound and considerable impact on the promotion and justification of a nation's foreign policy and interests. In this case, the particular focus is on the United States' involvement in military and political conflicts in the Middle East. The U.S. as a superpower seems to pursue different foreign policies towards the various countries in the region in terms of who it sees as allies and foes. The presentation will show the results of the analysis that draw on principles of the Critical Discourse Analysis (CDA) including Pragmatics, which, amongst others, studies the manipulation of contexts, the addresser's intention, or the power of language, and Systemic Functional Linguistics (SFL) with the focus on metafunctions of language use. It will highlight U.S. rhetoric with regard to the use of linguistic devices from the perspective of the persuasive and justification processes related to its military actions and the diplomatic treatment of conflict situations featuring the U.S. and the Middle Eastern countries of Syria, Iran, Iraq, and Egypt in specified time periods. In spite of its superpower status, the U.S. is still required to abide by international legal conventions and convince both other countries and its own public of the correctness of its foreign policy and therefore the purpose of this study is to examine those linguistic devices it uses in pursuit of this aim. In support of the main argument, the study will identify concrete linguistic patterns and their influence on discursive strategies by analysing official U.S. foreign policy pronouncements. The presentation will be based on four case studies that are linked together by the geo-political region of the Middle East, i.e. the countries in question as mentioned above, as they provide 1) sufficient amount of information including the sought linguistic elements, and 2) best illustrate the selective U.S. foreign policy rhetoric towards the region.

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Humour in the novel *Osmi povjerenik* (The Eighth Commissioner) by Renato Baretić

Renato Baretić is a contemporary Croatian author. His novel "The Eighth Commissioner" is his best known work. The plot of the novel reflects Croatian reality with many humorous twists that highlight the irony and absurd in the real world. Our paper presents an analysis of the novel, which includes the plot full of unexpected and seemingly surreal (but very probable) events. The analysis also includes the characters, especially the way they talk. The focus is thus put on the language – the detached, sometimes ironic language of the narrator, and on the picturesque variants of the Croatian language used by the protagonists, one of the variants being a very clever linguistic construct. Our analysis draws on various theories of humour and discussions about it (Bergson 1900, Freud 1905, Bakhtin 1965, Propp 1976, Zergollern-Miletić 1990). Literature on humour is rich and diverse and encompasses various aspects of humour, such as irony, grotesque, black humour, etc. The first theoretical approach to humour is ascribed to Plato, and ever since then humour has tickled the minds of writers, philosophers and other thinkers. In the 20th century psychologists and linguists came to the forefront of humour research. Our analysis of Baretić's novel is based primarily on linguistic approaches to humour (Raskin 1985, Attardo 1994, Brône, Feyaers and Veale 2015). In the last three decades findings within the field of cognitive linguistics have been widely used in humour research (Giora 1991, 2001, Coulson 2001, 2003, Kyratzis 2003, Brône and Feyaerts 2004, to name only a few). Another linguistic approach offering explanation of the processes involved in humour creation and interpretation is the General Theory of Verbal Humour, whose main proponent is Salvatore Attardo. In our analysis we will make use of both theories to explain the humour in Baretić's novel, hoping not to ruin the humorous effects that the author succeeded to create. We decided to embark on this research project because, to our knowledge, modern linguistic approaches to humour have not yet been used to analyse any Croatian literary text.

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The modern woman's battle: how nature became the enemy − a case study of skin care magazine advertisements

Conceptual metaphors permeate human thought and language. They shape cultural beliefs and also have the power to promote a vast variety of notions, as well as concrete things, such as different products. Through the process of metaphorical highlighting and hiding, metaphorical linguistic expressions become ideal vehicles for promotion and sale. If we take the later into consideration, it is no wonder that so many advertisements use conceptual metaphors in order to sell products. This is especially true for advertisements found in women's magazines which promote an assortment of products whose main advertised purpose is to improve women's physical appearance. The aim of this study is to examine how metaphorical linguistic expressions found in Anglophone women's magazine advertisements, specifically the ones connected to the domain of war, are used to promote and sell skin care products. George Lakoff and Mark Johnson's theory of conceptual metaphor was the theoretical framework for this study. The research data were gathered and analysed using a combination of discourse and corpus methodology approaches. Metaphorical linguistic expressions were identified using key concepts from the domain of war. The analyses and discussion also included the social elements that contribute to the stereotypical representation of women; one such stereotype is the modern woman obsessed with preserving her youth and beauty. The results of the study revealed that advertisements for skin care products use metaphorical linguistic expressions from the domain of war to create a conceptual connection between illness and skin imperfections. Such representation of natural processes and aging in media creates unrealistic and unhealthy ideals of what a woman should look like. It also promotes the stereotype of a woman whose only asset is her beauty. This, in turn, further promotes the obsolete idea of inferior women who have no real contribution to society, besides their appearance and youth

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