

Jezik od
konceptualizacije
do primjene

Language from
conceptualisation
to application



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KNJIGA SAŽETAKA

BOOK OF ABSTRACTS

Ana Vidović Zorić, Ines Carović (ur.)

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Predgovor

Čovjek je u stalnoj interakciji sa svojom okolinom te na nju djeluje na razne načine. Ipak, posebna se kreativna i stvaralačka snaga krije u uporabi jezika. Ta uporaba nije jednolična, nego se razlikuje s obzirom na društveni kontekst i situaciju, namjeru govornika te medije u kojima se ostvaruje. Jezikom se izražavamo, objašnjavamo, uvjeravamo, pregovaramo, kažnjavamo, obvezujemo, stvaramo umjetnost te ostavljamo trag za budućnost. Jezik pritom nije samo sredstvo prijenosa značenja, nego i prostor oblikovanja iskustva, identiteta i društvene stvarnosti. A time dolazimo do primarnog interesa primijenjene lingvistike, koji bi se mogao sažeti jednim pitanjem – kako čovjek jezikom djeluje na zajednicu i pojedinca.

Osvrtom na raznovrsne teme izlaganja na ovogodišnjem skupu HDPL-a, vjerujemo kako će odgovori na navedeno pitanje doći u obliku različitih perspektiva, ideja, teorijskih pristupa i iskustvenih opažanja koji ne samo da produbljuju naše razumijevanje jezika, nego i otvaraju nove metodološke i interdisciplinarne pravce istraživanja. Krovna tema ovogodišnjeg skupa HDPL-a „Jezik od konceptualizacije do primjene“ doista jest opširna te svojim kišobranom može pokriti gotovo sve bitne aspekte primijenjene lingvistike. No kako je riječ o jubilarnom, 40. skupu Društva, na kojemu obilježavamo i 50 godina njegova postojanja, namjera je upravo bila stvoriti dovoljno širok okvir za sve ideje i pitanja relevantne suvremenoj primijenjenoj lingvistici. O širini i vitalnosti toga okvira svjedoči i sama struktura programa: četiri plenarna predavanja i oko stotinu sekcijских izlaganja okupljaju istraživače s brojnih sveučilišta, instituta i istraživačkih centara iz najmanje deset država (Hrvatska, Norveška, Slovenija, Srbija, Kanada, Poljska, Mađarska, Japan, Sjeverna Makedonija, Italija...), čime ovogodišnji skup potvrđuje međunarodni i interdisciplinarni karakter Društva.

Pedeset godina postojanja Hrvatskoga društva za primijenjenu lingvistiku nije samo brojčani jubilej, nego svjedočanstvo kontinuiteta, predanosti i znanstvene znatiželje generacija istraživača koji su svojim radom oblikovali razvoj primijenjene lingvistike u Hrvatskoj i šire. Tijekom pola stoljeća Društvo je bilo mjesto susreta ideja, disciplina i ljudi – prostor otvorenoga dijaloga u kojem su se prepoznavale nove istraživačke paradigme, poticale suradnje i gradili temelji mnogih znanstvenih i stručnih inicijativa. Ova obljetnica stoga nije samo prigoda za pogled unatrag i prisjećanje na bogatu tradiciju, nego i trenutak u kojem s ponosom potvrđujemo vitalnost naše zajednice te s optimizmom gledamo prema budućnosti, svjesni da upravo u jeziku i njegovoj primjeni leži jedan od ključnih puteva razumijevanja čovjeka i svijeta koji ga okružuje. Ta se težnja nastojala naglasiti i temama pozvanih predavanja, koje su jednako raznolike koliko i konceptualno udaljene. Tako Åsta Haukås propitkuje pojam višejezičnosti u kontekstu inkluzije i obrazovanja, nastojeći pokazati kako razumijevanje višejezičnosti oblikuje nastavne pristupe, istraživačke prioritete i stupanj uključenosti učenika u obrazovne procese. Nikola Ljubešić otvara jedno od ključnih

suvremenih pitanja – odnos umjetne inteligencije i jezičnih istraživanja – pokazujući kako tehnološki napredak može proširiti istraživačke mogućnosti, ali istodobno zahtijeva visoku razinu znanstvene odgovornosti i metodološke transparentnosti. Dušica Filipović Đurđević usmjerava pozornost na jezik kao kognitivni proces, povezujući ga s tjelesnim iskustvom, emocijama i informacijskom strukturom, dok Elenmari Pletikos Olof propituje granice ljudske percepcije hrvatskih naglasnih sustava i otvara prostor za primjenu novih tehnologija u analizi i poučavanju prozodije. Zajedno, ova plenarna izlaganja tvore snažan konceptualni okvir skupa: od jezika kao društvene prakse, preko jezika kao kognitivnog sustava, do jezika kao podatkovno i tehnološki posredovanog fenomena.

Raznolikost i interdisciplinarnost primijenjene lingvistike ogledava se i u temama ostalih izlaganja, koja se mogu grupirati u nekoliko glavnih područja: 1. ovladavanje stranim jezicima, višejezičnost i poučavanje jezika, koje čini jednu od najzastupljenijih tematskih cjelina; 2. dječji govor, jezični razvoj i obrazovna lingvistika; 3. umjetna inteligencija i digitalne tehnologije u jeziku; 4. kognitivna lingvistika, metafora i konceptualizacija; 5. analiza diskursa, retorika i pragmatika; 6. dijalektologija, sociolingvistika i jezične politike; 7. fonetika, prozodija i govorna obrada te 8. leksikografija, korpusna lingvistika i terminologija.

Posebno je zanimljivo da ovogodišnji program obuhvaća i teme koje jasno pokazuju pomak primijenjene lingvistike prema novim područjima – od rada s velikim jezičnim modelima i digitalnim tutorima do analize govora u neurološkim i kliničkim kontekstima. Ovakva raznovrsnost nedvosmisleno potvrđuje važnost primijenjene lingvistike u suvremenom svijetu – jer istražuje i otkriva sve mogućnosti jezika i njegove mehanizme kojima oblikuje društvena zbivanja i individualne živote. Kao mjesto održavanja skupa odabran je Filozofski fakultet u gradu bogate povijesti, kulture i dvojezičnosti – Puli, čime smo htjeli dostojno obilježiti veliku obljetnicu Društva te osigurati poticajno okruženje u kojemu se uspješno isprepliću tradicija, multikulturalnost i suvremena znanost. Pula kao prostor susreta jezika i kultura simbolički utjelovljuje i samu srž primijenjene lingvistike: promišljanje jezika kao živoga i promjenjivoga sustava ukorijenjenog u zajednici.

Stoga zahvaljujemo dekanu Filozofskog fakulteta u Puli Fabriziju Fiorettiju na velikodušnom gostoprimstvu i otvorenosti za suradnju i prijedloge, čime je pružio neprocjenjivu podršku jačanju naše znanstvene zajednice. Zahvaljujemo na tome i ostalim članovima Uprave, kao i članicama regionalnog ogranka Društva u Puli na svesrdnoj predanosti organizaciji skupa i spremnosti da u svakom trenutku „uskoče“ i pripomognu rješavanju poteškoća do najsitnijih detalja. Time je organizacija skupa premašila krute profesionalne okvire i ostvarila se kao sinergija prijateljskih karaktera i vizija. U tome je, dakako, značajna i uloga članova zagrebačkog ogranka Društva, koja se prvenstveno ogleda u pripremi potrebnih materijala i logističkom doprinosu organizaciji. Zahvaljujemo i Upravi Filozofskog fakulteta u Zagrebu na čelu s dekanom Domagojem Tončinićem na potpori u pripremi materijala za tisak i

izdavačkoj djelatnosti, kao i svim ostalim pokroviteljima bez kojih bi organizacija bila znatno teža i manje učinkovita.

Imajući u vidu sve navedeno, sigurni smo da će i ovogodišnji skup HDPL-a biti tematski raznolik, aktualan i poticajan te da će, u duhu našega velikog jubileja, ostaviti neizbrisiv trag na buduća istraživanja i razvoj primijenjene lingvistike. U vremenu ubrzanih tehnoloških, društvenih i komunikacijskih promjena, upravo primijenjena lingvistika pokazuje svoju posebnu vrijednost – kao disciplina koja povezuje teorijsko razumijevanje jezika s njegovim konkretnim učincima u obrazovanju, društvu, tehnologiji i svakodnevnom životu.

Ana Vidović Zorić i Ines Carović

Preface

Human beings are in constant interaction with their environment, shaping it in various ways. Yet, a unique creative and transformative power lies in the use of language. This use is never uniform; it varies according to social context, situation, speaker intent, and the medium through which it is realized. Through language, we express, explain, persuade, negotiate, discipline, commit, create art, and leave a legacy for the future. Language, however, is not merely a vehicle for transmitting meaning; it is also a space where experience, identity, and social reality are continuously shaped and redefined. This brings us to the core interest of applied linguistics, which may be distilled into a single question: how do humans use language to shape both communities and individuals?

Reflecting on the diverse themes presented at this year's conference of the Croatian Association of Applied Linguistics (CALS), we believe that answers to this question will emerge through a variety of perspectives, ideas, theoretical approaches, and empirical insights—insights that not only deepen our understanding of language, but also open new methodological and interdisciplinary paths of inquiry. The overarching theme of this year's conference, *Language from Conceptualization to Application*, is indeed broad, embracing nearly all key aspects of applied linguistics. Yet, as this is a landmark occasion, the 40th annual conference of the Society, marking the 50th anniversary of its founding—our intention was precisely to create a framework wide enough to accommodate the full spectrum of ideas and questions relevant to contemporary applied linguistics. The vitality and breadth of this framework are clearly reflected in the structure of the programme itself: four keynote lectures and around one hundred section presentations bring together scholars from numerous universities, institutes, and research centres across at least ten countries (Croatia, Norway, Slovenia, Serbia, Canada, Poland, Hungary, Japan, North Macedonia, Italy, and others), reaffirming the international and interdisciplinary character of the Society.

Fifty years of the Croatian Association of Applied Linguistics represent far more than a numerical milestone; they testify to the continuity, dedication, and scientific curiosity of generations of researchers who have shaped the development of applied linguistics in Croatia and beyond. Over the course of half a century, the Society has served as a meeting place for ideas, disciplines, and people—a space of open dialogue where new research paradigms were recognized, collaborations encouraged, and the foundations of numerous academic and professional initiatives established. This anniversary is therefore not merely an occasion to look back on a rich tradition, but also a moment in which we proudly affirm the vitality of our community and look toward the future with optimism, aware that language and its applications remain one of the key paths toward understanding both humanity and the world that surrounds it. This aspiration is also reflected in the keynote lectures, which are as diverse as they are conceptually far-reaching. Åsta Haukås examines the concept of multilingualism in the context of inclusion and education, demonstrating how the understanding of multilingualism shapes teaching approaches, research priorities, and the degree of student participation in educational processes. Nikola Ljubešić addresses one of the defining questions of our time—the relationship between artificial intelligence and linguistic research—showing how technological advancement can expand research possibilities while simultaneously demanding high standards of scientific responsibility and methodological transparency. Dušica Filipović Đurđević directs our attention to language as a cognitive process, linking it to embodied experience, emotions, and informational structure. Elenmari Pletikos Olof, in turn, questions the boundaries of human perception in Croatian accentual systems and opens up new possibilities for applying advanced technologies in the analysis and teaching of prosody. Together, these keynote lectures create a strong conceptual framework for the conference: from language as social practice, through language as a cognitive system, to language as a technologically and data-mediated phenomenon.

The diversity and interdisciplinarity of applied linguistics are equally reflected in the remaining conference presentations, which may be grouped into several broad thematic areas: (1) foreign language acquisition, multilingualism, and language teaching—one of the most strongly represented areas; (2) child speech, language development, and educational linguistics; (3) artificial intelligence and digital technologies in language; (4) cognitive linguistics, metaphor, and conceptualization; (5) discourse analysis, rhetoric, and pragmatics; (6) dialectology, sociolinguistics, and language policy; (7) phonetics, prosody, and speech processing; and (8) lexicography, corpus linguistics, and terminology.

Particularly noteworthy is the fact that this year's programme includes topics that clearly illustrate the movement of applied linguistics toward new domains from working with large language models and digital tutors to speech analysis in neurological and clinical contexts. Such diversity unequivocally confirms the importance of applied linguistics in the contemporary world, as it continues to explore and reveal the full potential of language and the mechanisms through which it shapes both social developments and individual lives. The

Faculty of Humanities in Pula, a city rich in history, culture, and bilingualism, was chosen as the venue for this year's conference. In doing so, we sought to mark this important anniversary in a meaningful way and to provide a stimulating environment where tradition, multiculturalism, and modern science successfully intersect. As a place where languages and cultures have long met, Pula symbolically embodies the very essence of applied linguistics: the understanding of language as a living, changing system rooted in community.

We would therefore like to express our sincere gratitude to the Dean of the Faculty of Humanities in Pula, Fabrizio Fioretti, for his generous hospitality and openness to cooperation and new ideas, thereby offering invaluable support to the strengthening of our scholarly community. Our thanks also go to the other members of the Faculty Management, as well as to the members of the Society's regional branch in Pula, for their wholehearted dedication to the organization of the conference and their readiness to step in and assist in solving challenges down to the smallest detail. In this way, the organization of the conference transcended rigid professional frameworks and became a synergy of collegiality, friendship, and shared vision. A significant contribution was also made by the members of the Society's Zagreb branch, particularly through the preparation of conference materials and logistical support. We are equally grateful to the management of the Faculty of Humanities and Social Sciences in Zagreb, led by Domagoj Tončinić, for their support in preparing the printed materials and publishing activities, as well as to all sponsors, without whom the organization of the conference would have been considerably more difficult and far less effective.

With all this in mind, we are confident that this year's CALS conference will be diverse in theme, timely in focus, and inspiring in spirit, and that—true to the significance of our great anniversary—it will leave an indelible mark on future research and the continued development of applied linguistics. In an age of rapid technological, social, and communicative transformations, applied linguistics demonstrates its unique value precisely as a discipline that connects the theoretical understanding of language with its tangible effects in education, society, technology, and everyday life.

Ana Vidović Zorić & Ines Carović

Plenarna izlaganja / Plenary sessions

Dušica Filipović Đurđević

University of Belgrade, Faculty of Philosophy; University of Novi Sad, Faculty of Philosophy, Serbia

Processing language with mind, body, and soul

Language is often studied as a system in its own right, but it is also a window into the architecture of the human mind. Starting from the premise that language is shaped by the properties of the cognitive system, I will argue that psycholinguistic research can inform us not only about how we process and represent linguistic structure, but also how cognition itself is organized. In this talk, I will present language as a complex, dynamic system – one that encodes our rich experience with the world and that has evolved as an efficient communication tool optimized for learning in the human mind. I will treat linguistic units as cues that evoke mental states, grounded in shared experience between interlocutors, and I will suggest that the subtle attunement of language and mind draws on multiple channels of processing, encompassing all aspects of human experience. I will show evidence that the cognitive system is exquisitely sensitive to the information properties of language. Using measures from Information Theory, I will demonstrate how surprisal, entropy, and relative entropy capture complexity at different levels – from individual linguistic units to categories and relations among them, and how these measures reveal the deep alignment between linguistic structure and cognitive dynamics. But language is not shaped by information structure alone; it is profoundly shaped by experience. I will highlight how sensorimotor interactions with the world and the emotional significance of concepts leave measurable traces in language processing. Finally, I will use the special case of bialphabetism to illustrate the remarkable adaptivity of cognitive dynamics and to show how the study of language can illuminate broader cognitive processes – such as cognitive control – while simultaneously offering a tool for generating novel insights.

Key words: psycholinguistics, information theory, embodied cognition, language processing, cognitive control

Åsta Haukås

University of Bergen, Norway

Who counts as multilingual? Rethinking language, identity, and education

How we see ourselves and others, as monolingual, bilingual, multilingual, or something else, shapes where we direct our attention in teaching and research, and ultimately whom we include or overlook.

In this talk, I will explore these issues through recent research from the Norwegian context, drawing on both teachers' and students' perspectives. I will look at how teachers understand multilingualism and how these understandings shape their pedagogical choices, and at how students themselves make sense of their linguistic repertoires and identities. Insights from the *Ungspråk* project (2018–2022) will be central, offering a window into young people's beliefs about multilingualism, and their multilingual identities.

I will also connect these findings to the ongoing *LANGUAGES* and *MULTIWRITE* projects (2021–2026), which shed light on multilingual practices across educational contexts and on how teachers approach collaboration across language subjects. Taken together, these studies point to the complexity of multilingualism, including both its potential and its challenges.

Finally, I will reflect on what these insights might mean beyond Norway. Although grounded in a specific context, they raise broader questions about how we conceptualise multilingualism, and how these conceptualisations shape inclusion, participation, and learning opportunities.

Key words: multilingualism, language teaching, identity, beliefs, Ungspråk

Nikola Ljubešić

Institut Jožef Stefan, Ljubljana, Slovenija

Kako iskoristiti plodove umjetne inteligencije u jezičnim istraživanjima na znanstveno odgovoran način

Trenutna revolucija unutar područja umjetne inteligencije ima dubok utjecaj na sva područja istraživanja. Međutim, alati koji proizlaze iz te revolucije često se primjenjuju na načine koji narušavaju znanstvenu odgovornost koja uključuje transparentnost, ponovljivost i metodološku rigoroznost. U svom izlaganju predstaviti ću naše pristupe integraciji metoda umjetne inteligencije u jezična istraživanja na znanstveno utemeljen način.

Pokazat ću kako se kodirajući transformer modeli mogu odgovorno koristiti za klasifikaciju i anotaciju velikih količina tekstualnih i govornih podataka. Ove ću pristupe ilustrirati na jednoj velikoj zbirci tekstnih korpusa, CLASSLA-web (<https://clarinsi.github.io/classla-web/>), koja obuhvaća web-tekstove svih službenih južnoslavenskih jezika i sadrži 17 milijardi riječi, te na drugoj zbirci govornih korpusa, ParlaSpeech (<https://clarinsi.github.io/parlaspeech/>), koja trenutačno obuhvaća četiri slavenska jezika s oko 6 tisuća sati parlamentarnih govornih snimki. Nadalje, raspravit ću kako se sve snažniji dekodirajući modeli mogu koristiti na kontroliran način za podršku anotaciji jezičnih podataka, koji se potom mogu validirati i sustavno uključiti u podatke za treniranje enkoderskih modela, čime se otvara mogućnost anotacije velikih količina podataka uz znatno smanjen ljudski napor. Ove strategije rezultiraju velikim zbirkama jezičnih podataka obogaćenih visokokvalitetnim anotacijama kakve, i po količini i po kvaliteti, prije nekoliko godina nisu bile zamislive.

Na kraju ću prikazati primjere novih istraživačkih prilika koje ovi pristupi omogućuju. One uključuju istraživanje odnosa između akustičkih obilježja i sentimenta u političkim govorima, analize demografskih trendova u upotrebi ispunjenih stanki u različitim slavenskim jezicima, uvide u varijacije (morfo-)sintaktičkih struktura kroz teme, žanrove i jezike, kao i varijaciju u položaju primarnog naglaska kod govornika hrvatskog jezika. Ovi primjeri pokazuju kako metode umjetne inteligencije mogu proširiti opseg, dubinu i pouzdanost suvremenih jezičnih istraživanja.

Ključne riječi: transformer modeli, anotacija podataka, korpusi mrežnih tekstova, govorni parlamentarni korpusi

Reaping the fruits of the AI revolution for language research in a scientifically responsible way

The ongoing AI revolution has a profound impact on all areas of research. These rapidly advancing tools, however, are often applied in ways that compromise scientific responsibility, including transparency, reproducibility, and methodological rigor. In my talk, I will present our approaches to integrating AI methods in language research in a scientifically grounded manner. I will demonstrate how transformer encoder models can be used responsibly for classifying and annotating large quantities of text and speech data. I will exemplify these approaches on one large text-based corpus collection, CLASSLA-web (<https://clarinsi.github.io/classla-web/>), covering web texts of all official South Slavic languages, 17 billion words in size, and on another speech-based corpus collection, ParlaSpeech (<https://clarinsi.github.io/parlaspeech/>), currently four Slavic languages with 6 thousand hours of parliamentary speech recordings. I will further discuss how increasingly powerful decoder-based models can be leveraged in a controlled way to support linguistic data annotation workflows. In particular, I will outline strategies for using such models to

generate high-quality annotations that can then be validated and systematically incorporated into training data for encoder models, opening up the door for large-scale data annotation with significantly lowered human effort. All the presented strategies result in large collections of linguistic data enriched with high-quality annotations that were, both in quantity and quality, not imaginable a few years ago.

I will conclude with examples of emerging research opportunities enabled by these methods. These include a study on the relationship between acoustic features and sentiment in political speeches, analyses of demographic trends in the usage of filled pauses across various Slavic languages, insights in variation of (morpho-)syntactic structures across topics, genres, and languages, and ongoing work on variation in the placement of primary stress among Croatian speakers. Together, these case studies highlight how carefully integrated AI methods can expand the scope, depth, and reliability of contemporary language research.

Key words: transformer models, language research, textual web corpora, spoken parliamentary corpora

Elenmari Pletikos Olof

Sveučilište u Zagrebu, Filozofski fakultet

Varijabilnost hrvatskih naglasaka: što čuje čovjek, a što stroj

Istraživanja hrvatskih naglasaka pokazala su da tradicionalna podjela na visinski (četveronaglasni ili tronaglasni) i udarni (dinamički) naglasni sustav ne obuhvaća uvijek složenost stvarne govorne prakse, jer brojni govornici pokazuju obilježja obaju sustava. To otvara temeljno pitanje: kako na temelju govorne proizvodnje odrediti kojem naglasnom sustavu pojedini govor pripada i s kojim analitičkim jedinicama pritom treba započeti?

Pojedini hrvatski naglasci, kao i druge jedinice govorne proizvodnje, izrazito su varijabilni. U predavanju će se razmotriti prema kojim akustičkim kriterijima pojedine naglasne realizacije svrstavamo u određene kategorije, u npr. kratkosilazni, dugosilazni, dugouzlazni ili dinamički naglasak. Koji su akustički parametri relevantni za takvu kategorizaciju te koliko su ti kriteriji stabilni u percepciji ljudskih slušatelja? Bit će predstavljeni rezultati istraživanja koji upućuju na jasnu kategorizaciju, ali i oni koji pokazuju područja naglasne fluidnosti, u kojima se iste realizacije mogu percipirati kao pripadnici različitih kategorija. Poseban izazov predstavlja kategorija udarnoga naglasaka, koja još nije dovoljno istražena da bi se pouzdano opisale i razlikovale njezine moguće podvrste.

Druga razina analize odnosi se na klasifikaciju govornikova ukupnog naglasnog sustava. Dok je identifikacija prototipnoga visinskog sustava razmjerno jasna, otvoreno ostaje pitanje kako definirati sustave s miješanim obilježjima ili snažnim utjecajem udarnoga naglašavanja. Koji su minimalni ili dominantni pokazatelji na temelju kojih određeni govor svrstavamo u pojedini naglasni sustav? Je li riječ o prisutnosti tonskih opozicija, specifičnim tonskim rasponima, obrascima trajanja, intenzitetskim odnosima ili njihovoj kombinaciji? Usporedbom ljudske perceptivne kategorizacije i mogućnosti automatske akustičke analize predavanje otvara šire pitanje jesu li hrvatski naglasni sustavi diskretne kategorije ili kontinuum varijabilnih prozodijskih obrazaca koje čovjek i stroj interpretiraju na različite načine.

Spoznaje predstavljene u ovom radu predstavljaju temelj za razvoj aplikacije za poučavanje hrvatskih naglasaka, u kojoj bi automatska analiza govora omogućila procjenu bliskosti izgovorenoga naglasaka prototipnoj realizaciji te korisnicima pružala personaliziranu povratnu informaciju i smjernice za usavršavanje izgovora.

Ključne riječi: hrvatski naglasci, prozodijska varijabilnost, percepcija govora, akustička analiza, naglasni sustavi, automatska analiza govora

Variability in Croatian pitch accents: What humans hear and what machines detect

Recent research on Croatian accents has shown that the traditional division between pitch accent system (four-accent or three-accent system) and stress accent system does not always capture the complexity of actual speech practice, as many speakers exhibit features of both systems. This raises a fundamental question: how can we determine, based on speech production, which accent system a particular speaker belongs to, and which analytical units should serve as the starting point for such an analysis?

Individual Croatian accents, like other units of speech production, are highly variable. This lecture will examine the acoustic criteria by which particular accent realizations are assigned to specific categories, such as short falling, long falling, long rising, or stress accent. Which acoustic parameters are relevant for such categorization, and how stable are these criteria in human perception? Research findings will be presented that point both to clear categorization and to areas of accentual fluidity, in which the same realizations may be perceived as belonging to different categories. A particular challenge is posed by the category of stress accent, which has not yet been sufficiently investigated to allow for a reliable description and differentiation of its possible subtypes.

A second level of analysis concerns the classification of a speaker's overall accent system. While the identification of a prototypical pitch-accent system is relatively straightforward, the question remains how to define systems with mixed characteristics or a strong influence

of stress accentuation. What are the minimal or dominant indicators based on a particular speech variety can be assigned to a given accent system? Is it the presence of tonal oppositions, specific pitch ranges, durational patterns, intensity relations, or some combination of these features?

By comparing human perceptual categorization with the possibilities of automatic acoustic analysis, this lecture raises the broader question of whether Croatian accent systems should be understood as discrete categories or as a continuum of variable prosodic patterns that humans and machines interpret in different ways.

The findings presented in this lecture are intended to support the development of a Croatian accent learning application. A particular goal is to implement automatic speech analysis that would assess the similarity of a produced accent to a prototypical realization and provide users with feedback and guidance on how to improve their pronunciation.

Key words: Croatian accents, prosodic variability, speech perception, acoustic analysis, accent systems, automatic speech analysis

Izlaganja u sekcijama / General sessions

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O govoru učitelja – leksička raznolikost u prenošenju nastavnoga sadržaja u ranome diskursu poučavanja

U suvremenoj nastavnoj praksi fokus je s učitelja usmjeren na učenika, međutim, iako se način poučavanja mijenja, istraživanja (Pažur i Aladrović Slovaček 2025) pokazuju kako učitelj tijekom jednoga nastavnoga sata (45 min) govori otprilike 2/3 vremena. Dvije su funkcije njegova govora: komunikacijska i retorička (Vignjević 2020). U ovome je radu fokus na njegovoj komunikacijskoj sastavnici koja je usmjerena poticanju učenika na sudjelovanje u nastavi, poučavanju specifičnih sadržaja nastavnih predmeta i neizostavno njihovu odgajanje i poučavanju vrlinama i dobrome ponašanju. Budući da su učitelji i govorni modeli svojim učenicima, cilj je ovoga rada istražiti kojim se jezičnim oblicima učitelji služe u prenošenju znanja navedenih predmeta na početku školovanja. Za potrebe istraživanja snimat će se nastava triju školskih sati iz svakoga predmeta kod 15 učitelja iz triju različitih područja Republike Hrvatske (Središnja Hrvatska, Slavonija, Dalmacija). Prikupljeni jezični materijali će se transkribirati te potom kodirati kako bi se utvrdilo kojim idiomom učitelji govore u razredu, koje vrste riječi koriste u uputama, koje kategorije riječi su najzastupljenije te postoji li razlika u njihovu govoru s obzirom na prostor u kojemu rade te s obzirom na učeničku dob. Očekuje se da će učitelji najčešće rabiti hrvatski standardni jezik, glagole koji imaju funkciju upućivanja te da će rabiti jednostavnije rečenice u obraćanju mlađim učenicima.

Ključne riječi: govor učitelja, hrvatski kao materinski jezik, komunikacijska kompetencija, rani diskurs poučavanja, leksička raznolikost

On the teacher's speech – lexical diversity in transmitting educational content in early teaching discourse

In modern teaching practice, the focus has shifted from teachers to students. However, although teaching methods are changing, research (Pažur & Aladrović Slovaček 2025) shows that during a single lesson (45 minutes), the teacher speaks for approximately two-thirds of the time. There are two functions of their speech: communicative and rhetorical (Vignjević 2020). This paper focuses on the communicative component aimed at encouraging students

to participate in lessons, teaching specific content of the subjects, and inevitably their upbringing in virtues and good behavior. Since teachers are language models for their students, the aim of this study is to investigate the linguistic forms teachers use in conveying knowledge of these subjects at the beginning of schooling, that is, in early teaching discourse. For the research, three lessons from each subject will be recorded with 15 teachers from three different regions of Croatia (Central Croatia, Slavonia, Dalmatia). The collected linguistic materials will be transcribed and then coded to determine what idiom teachers use in the classroom, what types of words they employ in instructions, which categories of words are most prevalent, the name of their lexical diversity, and whether there are differences in their speech based on the region they work in and the age of the students. It is expected that teachers will most often use the Croatian standard language, verbs that serve an instructive function, and that they will employ simpler sentences when addressing younger students.

Key words: teacher speech, Croatian language, communicative competence, early teaching discourse, lexical diversity

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Veliki jezični modeli i hrvatske poslovice

Upotreba velikih jezičnih modela u lingvističkim istraživanjima posljednjih je godina značajno promijenila pristup analizi i interpretaciji jezičnih podataka. Veliki jezični modeli, temeljeni na dubokim neuronskim mrežama i trenirani na velikim količinama tekstova, omogućuju automatsko prepoznavanje obrazaca, značenja i kontekstualnih veza među riječima i frazama. Iako su njihovi rezultati za jezike s velikim korpusima, poput engleskog ili njemačkog, već dobro proučeni, njihova učinkovitost u radu s manjim jezicima, poput hrvatskog, još uvijek zahtijeva detaljniju provjeru i prilagodbu. U paremiološkim istraživanjima veliki jezični modeli se sve češće koriste za automatsku detekciju, klasifikaciju i tumačenje poslovice. Dosadašnji radovi na njemačkim (Hrisztova-Gotthardt 2025) i slovenskim poslovicama (Meterc 2025) pokazali su da modeli većinom mogu prepoznati osnovne strukture i značenja poslovice, ali i da često pogrešno interpretiraju kulturno specifične izraze. Prilikom testiranja uspješnosti modela za prevođenje poslovice zaključeno je da iako modeli u nekim slučajevima generiraju dobre prijevode, humani prevoditelji u pravilu pokazuju dublje razumijevanje konteksta, konotacija, kulturoloških aspekata i funkcije poslovice unutar teksta (Drahota-Szabó 2025). U hrvatskom kontekstu primjena velikih jezičnih modela već je ispitana u okviru izrade hrvatskog paremiološkog tezaurusa (Petrović 2025), pri čemu su modeli korišteni za analizu značenja suvremenih poslovice. U ovom će se

istraživanju dodatno ispitati prepoznaju li veliki jezični modeli hrvatske poslovice te u kojoj se mjeri njihove frekvencijske liste podudaraju s rezultatima istraživanja hrvatskog paremiološkog minimuma i optimuma. Poseban naglasak stavit će se na usporedbu pouzdanosti podataka pri interpretaciji poslovice od 12. do 19. stoljeća, koje su zbog arhaičnog leksika i metaforičnosti posebice izazovne za računalne sustave.

Cilj je rada pokazati u kojoj se mjeri paremiolozi mogu osloniti na točnost, semantičku dosljednost i kulturološku osjetljivost podataka dobivenih uporabom velikih jezičnih modela u kontekstu očuvanja hrvatske jezične i kulturne baštine.

Ključne riječi: veliki jezični modeli (LLM), hrvatske poslovice

Large language models and Croatian proverbs

The use of large language models (LLMs) in linguistic research has significantly changed the approach to analyzing and interpreting language data in recent years. LLMs, based on deep neural networks and trained on vast amounts of text, enable automatic pattern recognition, meaning detection, and the identification of contextual relationships among words and phrases. While their performance is already well studied for languages with large corpora, such as English or German, their effectiveness in dealing with smaller languages like Croatian still requires careful evaluation. In paremiological research, LLMs are increasingly used for the automatic detection, classification, and interpretation of proverbs. Prior studies on German (Hrisztova-Gotthardt 2025) and Slovene proverbs (Meterc 2025) have shown that models can generally recognize basic proverb structures and meanings, but often misinterpret culturally specific expressions. Studies on proverb translation have concluded that, although LLMs in some cases generate acceptable translations, human translators usually demonstrate a deeper understanding of context, connotations, cultural aspects, and the function of proverbs within a text (Drahota-Szabó 2025). In the Croatian context, LLMs have already been tested in the framework of compiling the Croatian paremiological thesaurus (Petrović 2025), where they were applied to analyze the meanings of modern Croatian proverbs. In this study, it will be further examined whether LLMs can recognize Croatian proverbs and to what extent their frequency lists match the results of research on the Croatian paremiological minimum and optimum. Special emphasis will be placed on comparing the reliability of data when interpreting proverbs from the 12th to the 19th century, which are particularly challenging for computational systems due to archaic vocabulary and metaphorical richness.

The aim of the present paper is to show to what extent paremiologists can rely on the accuracy, semantic consistency, and cultural sensitivity of data generated by large language models in the context of preserving Croatian linguistic and cultural heritage.

Key words: large language models, LLM, Croatian proverbs

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Between grammaticalization, shortness and frequency. Short verbs in Greschòneytitsch

In different German varieties a group of verbs emerges for a set of peculiar features that concern phonological reduction in length and complexity for which they are called short verbs (in German *kurzformige Verben* or *Kurzverben*, henceforth KV). This group of verbs display a monosyllabic infinitive, monosyllabic finite forms of the present indicative which lack the final consonant of the root. The group is heterogeneous: the verbs belong to different inflectional classes; their typical features are not necessarily displayed by all members of this group; the list of verbs belonging to this group changes across time and varieties. Different reasons have been put forward to explain the development of their peculiar features. It has for example been suggested that they have entered a process of irregularization due to high frequency. On the other hand, their phonological reduction has been linked to their use in constructions characterized by a certain degree of grammaticality and thus of higher frequency and to level of grammaticalization of these verbs (Nübling 2000: 264).

The aim of this paper is to explore the hypothesis that KVs in Greschòneytitsch have more grammatical function(s) compared to verbs not displaying these features. More specifically, assuming that a grammaticalized verb belongs to some sort of auxiliary construction (see Anderson 2006: 4–5 for a broad definition), we will test whether KVs occur in auxiliary constructions in the role of auxiliary. Furthermore, we will consider whether their uses as “auxiliary” are more or less frequent than as their uses as lexical verbs. We will also compare KVs with other groups of verbs, such as preterite-presents (in most part corresponding to modal verbs), with prefixed KVs (i.e. verbs derived from simple KVs) and with non-KVs of higher frequency.

The paper will have a corpus-based approach and will consider Greschòneytitsch, a Walser German variety. Upper German and especially Swiss varieties display a rich stock of KVs (Nübling 1995). Greschòneytitsch, spoken in north-western Italy, is provided with a corpus of written language that allows for the use of a corpus methodology in the context of an endangered minority language (Raimondi *et al.* 2023).

Key words: Walser German, short verbs, grammaticalization, phonological reduction, auxiliary

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Using keystroke logging and stimulated recall to observe foreign language writing processes: A case study

The question of the cognitive processes underlying foreign language (FL) writing has been posed by many researchers in their studies published in the field of FL learning and second language acquisition in recent decades. In order to answer this question, researchers have tried to elicit information about the writers' behaviours and underlying cognitive processes applying different research techniques, methods and tools. Think-aloud protocols (cf. Bowels 2010) and stimulated recalls (cf. Gass & MacKey 2000) belong to the most often used techniques, the first being a concurrent self-report, the second a simple post-hoc interview. Whereas think-aloud protocols may disrupt cognitive processes during writing, stimulated recall is dependent upon writer's ability to reconstruct the writing process. To overcome the problem of reconstructing the writing process, researchers have started combining stimulated recall and keystroke logging and/or eye tracking (e.g. Révész et al. 2019, 2022) since the replay of writing activities supports participants' recall of their own writing process.

In the present qualitative exploratory case study, the use of two techniques - keystroke logging in combination with stimulated recall - is analysed with the purpose of getting insights into methodological challenges in research on writers' cognitive activities during writing. Four

Croatian first year MA students of German as a foreign language were asked to write a timed argumentative text in German. The participants differed in language level and individual characteristics. The software Inputlog 9 was used to collect keystroke data (cf. Leijten & Van Waes 2013, Tian & Cushing 2025). The gathered data were analysed qualitatively. The results point to some potential (dis)advantages of the used techniques in research with different groups of participants.

Key words: keystroke logging, stimulated recall, FL writing, writing process, German as a foreign language

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Perceptivna nadmoć jezika u materinskome i stranome govoru

Govor na stranome jeziku, posebice na višim razinama poznavanja jezika, podrazumijeva prebacivanje u kod stranoga jezika na svim govorno-jezičnim razinama. Glas je nositelj brojnih informacija o govorniku, društvenih, bioloških i psiholoških, a dosadašnja istraživanja

ukazuju na njegovu varijabilnost prilikom korištenja stranoga jezika, u usporedbi s materinskim (Johnson i Babel 2023, Cantor-Cutiva i dr. 2021). Istraživanja također pokazuju da slušatelji pouzdanije prepoznaju govornike prilikom govora na materinskom jeziku negoli u stranome (Perrachione 2019). Polazeći od tih spoznaja, cilj provedenoga istraživanja bio je ispitati: (1) perceptivnu slušnu procjenu govornika, (2) jezika govornika te (3) fonetskih markera na temelju kojih su procjenitelji donijeli odluku. Poseban naglasak stavljen je na odnos između prepoznavanja govornika i jezika kojim govori. Govorni korpus sastojao se od 12 snimki govora hrvatskih govornika: šest snimki čitačega govora na materinskome jeziku i šest snimki istih govornika na španjolskome kao stranome jeziku. Rezultati prethodno provedene akustičke analize ukazali su na varijabilnost određenih fonetskih parametara (raspon i medijan fundamentalne frekvencije, timbar itd.). Isti je korpus (reproduciran unazad) u perceptivnom dijelu istraživanja procjenjivalo osam studenata prijediplomskoga studija španjolskoga jezika i književnosti (razina B1–B2). Istraživački su zadatci uključivali: (1) prepoznavanje govornika, (2) određivanje jezika produkcije i (3) navođenje jezično-govornih markera koji su utjecali na njihovu odluku.

Rezultati provedenoga istraživanja pokazuju da su studenti španjolskoga jezika i književnosti uspješnije prepoznavali jezik kojim govornik govori negoli odredili jesu li na dvije uzastopne snimke isti govornici. Drugim riječima, perceptivni sustav ispitanika bio je osjetljiviji na jezično-specifične segmentne i suprasegmentne obrasce nego na individualne glasovne karakteristike koje definiraju govornika. Ovakvi rezultati upućuju na to da jezični kontekst može nadjačati percepciju individualne timbralne stabilnosti, osobito kada su slušatelji jezično educirani i usmjereni na fonetske specifičnosti stranoga jezika.

Dobiveni rezultati pridonose razumijevanju međuodnosa jezične produkcije i individualne kompleksnosti glasa u njegovoj varijabilnosti te sugeriraju da se pri govoru na stranome jeziku perceptivna pažnja može preusmjeriti s identitetskih na jezične pokazatelje. To ima važne implikacije za forenzičnu fonetiku, poučavanje i učenje stranih jezika te teorijske modele govorne percepcije, osobito u kontekstu dvojezičnosti i inojezične produkcije.

Ključne riječi: hrvatski jezik, španjolski jezik, glas, jezično-govorni markeri

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Monolingual English Speakers During English Productions?. *Journal of Voice: official journal of the Voice Foundation* 35 (2): 194–202. <https://doi.org/10.1016/j.jvoice.2019.08.009>.

Perceptual dominance of language in native and foreign speech

Speech production in a foreign language, particularly at higher proficiency levels, entails a shift into the target-language code across all linguistic and speech-related levels. The voice conveys a wide range of information about the speaker: social, biological, and psychological. Previous research has demonstrated its variability in foreign-language use compared to the native language (Johnson & Babel 2023, Cantor-Cutiva et al. 2021). Studies further indicate that listeners recognize speakers more reliably when they speak their native language than when they use a foreign language (Perrachione 2019).

The present study aimed to examine: (1) the perceptual evaluation of speakers, (2) the identification of the spoken language, and (3) the phonetic markers underlying listeners' judgments. Particular emphasis was placed on the relationship between speaker recognition and language identification. The speech corpus consisted of twelve recordings produced by Croatian speakers: six recordings of read speech in their native language and six recordings of the same speakers reading in Spanish as a foreign language. Results of a prior acoustic analysis revealed variability in several phonetic parameters (e.g., fundamental frequency range and median, timbre). In the perceptual phase of the study, the same corpus (played in reverse) was evaluated by eight undergraduate students of Spanish Language and Literature (B1–B2 level). The experimental tasks included: (1) speaker recognition, (2) language identification, and (3) specification of the linguistic and speech markers influencing participants' decisions.

The findings indicate that students of Spanish were more successful in identifying the spoken language than in determining whether two consecutive recordings were produced by the same speaker. In other words, participants' perceptual systems were more sensitive to language-specific segmental and suprasegmental patterns than to individual vocal characteristics defining speaker identity. The results contribute to a deeper understanding of the interplay between language production and the individual complexity of the voice in its variability. They further suggest that, in foreign-language speech, perceptual attention may shift from identity-related cues to language-specific indicators. These findings carry important implications for forensic phonetics, foreign language teaching and learning, and theoretical models of speech perception, particularly in the context of bilingualism and second-language production.

Key words: Croatian language, Spanish language, voice, linguistic-speech markers

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Dokumentiranje hrvatsko-talijanske dvojezičnosti

U ovom se radu predstavlja hrvatsko-talijanski dvojezični dječji korpus koji se sastoji od dvaju dijelova: prijepisa spontane interakcije djece koja usvajaju hrvatski i talijanski i dnevničkih bilješki koje su njihovi roditelji prikupljali pet godina. Rad je usredotočen na dnevničke bilješke, jednu od longitudinalnih off-line metoda praćenja usvajanja prvoga jezika. Riječ je o jednoj od prvih metoda praćenja usvajanja prvoga jezika (Rowe 2012) koja omogućuje prikupljanje opazajnih podataka o jezičnom ponašanju i specifičnih jezičnih pojava (Behrens 2008).

Podaci dokumentiraju istodobno usvajanje hrvatskoga i talijanskoga te kontaktne pojave između dvaju jezika duž kontinuuma između prebacivanja kodova i posuđivanja (Haspelmath 2009). Iako se riječi zabilježenih iskaza mogu u većini slučajeva pripisati jednom od dvaju uključenih jezika, značajan dio iskaza pokazuje izmjenu obaju jezika te bogat repertoar pojava koje pripadaju obama domenama.

Usporedbom bilješki s prepisanim interakcijama čini se da su potonje manje zasićene instancama prebacivanja kodova i posuđivanja te traže zahtjevniju obradu. S druge strane, dnevničke bilješke omogućuju samo nesustavno praćenje fonološkoga razvoja, dok zvučni zapisi u tom pogledu omogućuju robusniju i sustavniju analizu.

Unatoč problemima pouzdanosti i ograničenjima u pogledu sustavnosti, uporaba i analiza dnevničkih bilješki omogućuju usporedbu kontaktnih pojava u dvojezične djece s generalizacijama dobivenima u istraživanjima kontaktne lingvistike, primjerice u pogledu najčešće posuđivanih leksičkih razreda. Gardner-Chloros (2009) primjećuje da neki istraživači dovode u pitanje jasnu razliku između posuđivanja i prebacivanja koda te zagovaraju kontinuum na dijakronijskoj dimenziji, pri čemu je prebacivanje koda polazišna točka prema razvoju stabilnijih posuđenica. Slučaj leksičkoga umetanja materijala iz jednoga jezika u iskaz drugoga jezika u kontekstu dvojezičnoga usvajanja prvoga jezika može pridonijeti boljem razumijevanju odnosa između tih dviju pojava i naravi dvojezične sposobnosti.

Ključne riječi: dvojezičnost, korpus, prebacivanje kodova, posuđivanje, kontaktna lingvistika

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Documenting Croatian-Italian bilingualism

In this paper we present an Italian-Croatian bilingual corpus in two parts: transcriptions of spoken interactions of two bilingual children acquiring Italian and Croatian as first languages and a collection of diary notes collected by their parents during 5 years.

The paper focuses on diary notes, one of the longitudinal methods of off-line monitoring of first language acquisition. This technique, among the first methods used to collect acquisition data (Rowe 2012), allows to collect both observational data of linguistic behaviour and specific linguistic phenomena (Behrens 2008).

The data we present document the acquisition of Italian and Croatian and contact phenomena between these two languages along the continuum between code-switching and borrowing (Haspelmath 2009). Despite the words collected in diary notes can be in most cases attributed to one of the two languages involved, a relevant portion of the utterances display the alternation of both languages and a rich repertoire of phenomena belonging to both of mentioned domains.

If we compare diary notes with transcribed spoken interactions, the latter appear less dense of phenomena, while requiring a more demanding elaboration. On the other hand, diary notes only allow for a non-systematic monitoring of phonological development, while audio recordings allow in this domain for a more robust and systematic analysis.

Despite the reliability problems and the limits in systematicity, the use and analysis of diary notes make it possible to compare contact phenomena in bilingual children with the generalizations obtained in contact linguistic research, e.g. as far as the most frequently borrowed lexical classes are concerned. Gardner-Chloros (2009) notes that some scholars call into question a neat distinction between borrowing and code-switching advocating for a continuum on a diachronic dimension where code-switching is the starting point towards the development of more stable loans. The case of lexical insertion of material from one language in an utterance of another language in the context of bilingual first language acquisition can

help understanding the relationship between the two phenomena and the nature of bilingual competence.

Key words: bilingualism, corpus, code-switching, borrowing, contact linguistics

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Conceptualizing community translation and interpretation for equity: From theory to training modules in Eastern Canada

Canada has strong expertise in translation and interpreting, developed through the Official Languages Act, and in immigration services, shaped by the country's long history of welcoming newcomers; however, no coordinated community translation and interpreting (CTI) services exist for non-official language speakers, particularly in rural areas. Agencies supporting immigrants thus rely on untrained staff/volunteers for CTI in vulnerable/trauma contexts, compromising linguistic and information access, rights, and worker wellbeing. CTI refer to language mediation practices that enable communication between service providers and linguistically diverse clients in essential settings such as healthcare, education, social services and legal aid, usually for vulnerable groups (Hale 2007, Taibi 2011).

The project adopts a critical perspective on linguistic accessibility as a condition for equitable service provision and full participation in Canadian society, drawing on notions of language justice (Piller 2016), commodification of language and linguistic economy (Duchêne & Heller 2012). It builds on the concept of CTI and work on linguistic mediation in community settings to make visible informal TI practices that are often ignored in integration policies. Learning is understood as a situated and collaborative process, rooted in communities of practice, which supports the co-construction of training with community organizations. In line with the conference theme, the project moves from theoretical understandings of language justice and linguistic accessibility toward the applied development of concrete training practices that support equitable multilingual service delivery.

The project began in September 2025 with a partner settlement agency, the Multicultural Association of the Greater Moncton Area (MAGMA). The goal is to co-design asynchronous interpreter training for MAGMA. The research is based on a concurrent mixed-methods approach which includes semi-structured interviews with six MAGMA managers and two online questionnaires completed by 41 staff members and 10 volunteers.

These instruments document the profile of translators/interpreters and the challenges encountered, the emotional burden linked to traumatic narratives, and training needs in CTI. The presentation will focus on interview findings from managers, the analysis of staff and volunteer questionnaires, the structure of the first training modules in CTI designed for and with MAGMA, and the next steps of the project.

Key words: community translation and interpretation, language justice, non professional interpreter/translator training, Eastern Canada multilingualism, training co-design

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Community translation workshops: Linguistic justice for Global South migrants in North America

The growing complexity of international migration reveals persistent gaps in linguistic mediation for Global South migrants facing structural language barriers in Canada and the U.S., particularly in asylum processes and public services. Community translation (CT)—written translation enabling communication between official-language providers and community-language users—offers a vital response (Córdoba Serrano 2016, Taibi & Ozolins 2016). Yet limited training for non-professional translators undermines CT’s potential to deliver linguistically just services to vulnerable migrants (Taibi & Ozolins 2016).

This study adopts a socio-ethical framework linking CT to linguistic justice, where translation users’ marginal status parallels CT’s institutional neglect (Piller 2016, Pym 2012). CT empowers disempowered communities by facilitating equitable access to information, services, and participation—addressing material inequalities and recognition deficits through capabilities essential for health, education, and political engagement.

The study examines pilot CT workshops conducted in Moncton, Canada (March 2025) and Arlington, U.S. (April 2025), in collaboration with the New Brunswick Refugee Clinic and Proyecto Inmigrante. These targeted volunteers with little or no prior training, as well as translation students in service-learning roles in the case the U.S. Data collection included satisfaction surveys measuring workshop impact across both sites, plus semi-structured interviews with student facilitators and their reflective journals (Arlington), analyzed through thematic coding.

Participants showed increased translation confidence and cultural sensitivity. Migrants gained better access to asylum/legal documents. Service-learning students shifted from technical approaches toward solidarity-based paradigms, recognizing power dynamics in linguistic mediation.

This research traces linguistic justice from theory (linguistic justice frameworks) to practice (community training labs), offering scalable models for translation training of non-professional translators and policy that operationalize human rights' non-discrimination principle.

Key words: community translation, linguistic justice, migration, training workshops, socio-ethical framework

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From system to practice: Social-variety models vs. actual use in mobile Slovene speakers

This paper examines how the conceptualization of Slovene as a system – particularly the social-variety model that hierarchizes standard and non-standard varieties – aligns (or fails to align) with actual language use as a cognitive and communicative act. Focusing on (in)congruence between speech behaviour and self-assessment, we analyse geographically mobile speakers from Idrija (Cerkno dialect, Rovte group) and Ribnica (Lower Carniola dialect) who study or work in Ljubljana and navigate multiple audiences and settings.

The theoretical point of departure is that Slovene linguistics has long relied on binarizing and schematic representations of variety (standard vs. dialect; tidy functional partitions), which – while pedagogically convenient – under-represent the graded, hybrid and audience-designed nature of real-world speech. We therefore hypothesize: H1) speakers' self-reports of dialect/standard use only partially match their observed behaviour; H2) (in)congruence patterns are conditioned by interlocutor, domain, formality, and by language ideologies and biographical trajectories; H3) empirical practices systematically exceed the standard–dialect dichotomy by forming intermediate varieties that the canonical model does not adequately capture.

Methodologically, we combine (i) self-recorded spontaneous interactions in everyday settings (Idrija ≈ 47h total; ≈ 2.5h analysed; Ribnica ≈ 35h total; ≈ 4h analysed, domain-stratified), (ii) a variationist analysis of five different dialect-sensitive phonological variables for each dialect, (iii) in-depth semi-structured interviews (Idrija: 5 speakers; Ribnica: 3 focal + 8 close contacts). Interview data were thematically coded for metalinguistic commentary, identity positioning, language attitudes and stereotypes, experience with language use etc.

Results show robust context-dependent variation. Beyond code-switcher and code-mixer profiles, we identify a dialect-speaker and a standard-speaker type who remains relatively standard even locally, though with residual regional cues (segmental and intonational). Interview evidence reveals ambivalence (pride vs. stigma), conscious/unconscious accommodation, and emotion work in managing public self-presentation. Crucially, speakers' self-assessments tend to overrate their degree of standard usage in formal contexts, while underestimating the presence of dialectal features in hybrid or semi-formal settings.

Contribution. (i) We empirically demonstrate a systematic misfit between the social-variety model and situated practice, arguing for a continuum-and-repertoire perspective; (ii) we refine speaker typologies beyond the switcher/mixer dichotomy; (iii) we offer methodological triangulation linking system-level conceptualization with use and metalinguistic

representation, directly engaging the conference theme “from conceptualization to application”.

Key words: social-variety theory vs. practice, variationist sociolinguistics, phonological variables, sociolinguistic interview, mobility and identity

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Negacija u poslovicama: značenjski potencijal poslovice s niječnim sastavnicama

Poslovice se najčešće opisuju kao općenite i poznate rečenice koje su dio kolektivnoga znanja te se aktivno upotrebljavaju u komunikaciji unutar određene jezične i kulturne zajednice (Paczolay 1997, Aleksa Varga i Keglević 2020). S obzirom na čvrstu strukturu, ustaljenost sastavnica, sadržajnu jezgrovitost te metaforičku konceptualizaciju, uz kolokacije, frazeme i višerječne nazive, u suvremenim leksikološkim i korpusnolingvističkim istraživanjima poslovice se određuju kao vrsta višerječnih izraza (Lückert 2019). Na razini referencijalnosti Škara (1997: 14–15) tumači da poslovice primarno ima „važnu didaktičku, poučnu funkciju u jeziku, a utemeljena je na tradiciji. Ona obično uopćava životne pojave, ima relativno ustaljenu površinsku strukturu.” Negacijom se u poslovicama često savjetuje (*Ne gledaj tko kaže, nego što kaže.*), izražava upozorenje (*Ne diraj lava dok spava.*, *Ne kradi Bogu dane.*) ili se iznosi kakva mudrost proistekla iz iskustva (*Nitko se bez mane nije rodio.*, *Najljepši cvjetovi često nemaju mirisa.*), što pridonosi pragmatičkoj učinkovitosti i percepciji poruke koju svaka poslovice nosi. Prvo je polazište rada da se didaktična funkcija poslovice u velikoj mjeri izražava negacijom, koja se na planu izraza ostvaruje zanižanim sastavnicama u službi subjekta, predikata, objekta, priložnih oznaka i drugih rečeničnih dijelova u poslovi. Drugo je polazište da negacija u poslovicama ne služi samo poricanju i uskraćivanju nego i afirmaciji kakva sadržaja. Građa na kojoj se provodi analiza poslovice obuhvaća relevantne tiskane izvore te poslovice potvrđene u suvremenim hrvatskim korpusima hrWaC i MaCoCu, a prikupljena je u okviru projekata *Baza višerječnih izraza hrvatskoga jezika* i *Višerječni izrazi u hrvatskome jeziku – leksikološki, računalnolingvistički i glotodidaktički pristup* koji se provode u Institutu za hrvatski jezik. Cilj je na uzorku od 180 poslovice s niječnim sastavnicama: 1. utvrditi tipične morfosintaktičke obrasce negacije u poslovicama; 2. razvrstati poslovice prema tematskim poljima kao poveznicama između sadržaja poslovice i izvanjezičnih iskustava; 3. na temelju izdvojenih primjera uporabe poslovice u korpusima uputiti na današnji komunikacijski kontekst u kojemu se poslovice upotrebljavaju.

Ključne riječi: negacija, struktura poslovice, baza poslovice

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Negation in proverbs: The semantic potential of proverbs with negative components

Proverbs are most often described as general and well-known sentences that form part of collective knowledge and are actively used in communication within a given linguistic and cultural community (Paczolay 1997, Aleksa Varga & Keglević 2020). Given their fixed structure, invariable components, semantic conciseness, and metaphorical conceptualization, together with collocations, idioms, and multiword terms, proverbs are classified in contemporary lexicological and corpus-linguistic research as a type of multiword expression (Lückert 2019). At the level of referentiality, Škara (1997: 14–15) explains that a proverb primarily has “an important didactic, instructive function in language and is grounded in tradition. It usually generalizes life phenomena and has a relatively fixed surface structure.”

In proverbs, negation is often used to give advice (*Ne gledaj tko kaže, nego što kaže*. 'lit. Do not look at who says it, but at what is said. '), to express a warning (*Ne diraj lava dok spava*. 'lit. Do not touch a sleeping lion. '), *Ne kradi Bogu dane*. 'lit. Don't steal God's days. '), or to convey wisdom derived from experience (*Nitko se bez mane nije rodio*. 'No one was born without a flaw. ', *Najljepši cvjetovi često nemaju mirisa*. 'lit. The most beautiful flowers often have no scent. '), thereby contributing to the pragmatic effectiveness and the perception of the message conveyed by each proverb. The first premise of this study is that the didactic function of proverbs is to a large extent expressed through negation, which at the level of form is realized by negated components functioning as the subject, predicate, object, adverbial modifiers, and other sentence elements within the proverb. The second premise is that negation in proverbs serves not only to deny or withhold but also to affirm certain content.

The material analyzed comprises relevant printed sources as well as proverbs attested in the contemporary Croatian corpora hrWaC and MaCoCu. The data were collected within the projects *Database of Croatian Multiword Expressions* and *Multiword Expressions in Croatian – Lexicological, Computational Linguistic and Glottodidactic Approach*, led at the Institute of

Croatian Language. The aim, based on a sample of 180 proverbs with negative components, is to: (1) identify typical morphosyntactic patterns of negation in proverbs; (2) classify proverbs according to thematic fields as links between proverb content and extralinguistic experience; and (3) on the basis of selected examples of proverb usage in corpora, indicate the contemporary communicative contexts in which proverbs are used.

Key words: negation, proverb structure, proverb database

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Engleske posuđenice iz područja tehnologije: analiza hrvatskih istovrijednica, semantičkih potkategorija i čestote

Engleske su posuđenice postale uobičajene u područjima koja bilježe kontinuiran i brz razvoj, poput tehnologije. To se često odražava i na stručnu terminologiju, pri čemu se često navodi problem prijevodne istovrijednosti (Chirobocea-Tudor 2016). S ciljem standardiziranja domaće stručne terminologije razvijeno je nekoliko značajnih jezikoslovnih resursa (npr. STRUNA, *Hrvatski terminološki portal*). Pritom valja istaknuti da je kontinuirano osuvremenjivanje takvih resursa vrlo izazovno zbog stalnog priljeva novih riječi. Osim u struci, engleske posuđenice iz područja tehnologije rabe se i u medijima. Izloženost takvom jeziku može smanjiti stupanj poznavanja domaćih riječi i, posljedično, njihovu uporabu među govornicima. Stoga je glavni cilj ovog istraživanja analizirati uporabu engleskih posuđenica i njihovih hrvatskih istovrijednica iz područja tehnologije u korpusu hrvatskih novinskih portala.

Analiza je provedena na temelju podataka dostupnih u *Bazi engleskih riječi i njihovih istovrijednica* (Bogunović i sur. 2022), koja sadrži ukupno 2 982 engleskih posuđenica, crpljenih iz *Korpusa hrvatskih novinskih portala ENGRI* (Bogunović i sur. 2021, Bogunović i Kučić 2021). Nakon što su izdvojene jednorječne engleske posuđenice iz semantičke kategorije Tehnologija (N=346), analizirala se dostupnost hrvatskih istovrijednica. Istovrijednice su podijeljene u šest kategorija: 1. jednorječne (npr. *mail* 'pošta'); 2. višerječne (npr. *inbox* 'ulazni spremnik'); 3. bez odgovarajuće istovrijednice (npr. *homeboard*); 4. kognati (npr. *text* 'tekst'); 5. prilagođeni oblici (npr. *driver* 'drajver'); te 6. istovrijednice sa sastavnicom e- (npr. *e-mail* 'e-pošta'). Analiza čestote uključivala je određivanje najčešćih (RF>15,0000) i najmanje čestih (RF<0,0012) posuđenica, kao i najčešćih (RF>200,0000) i najmanje čestih

($RF < 0,0012$) istovrijednica. Za obje grupe određene su semantičke potkategorije. Naposljetku, uspoređene su relativne čestote posuđenica i istovrijednica.

Rezultati su pokazali da je najviše posuđenica iz korpusa vezano uz područje informacijskih i komunikacijskih tehnologija (80,85 %). Hrvatske istovrijednice bile su dostupne za više od 85 % posuđenica, pri čemu su najčešće bile jednorječne (51,73 %), a nakon toga višerječne istovrijednice (18,21 %), kognati (9,54 %) i prilagođeni oblici (5,78 %). Istovremeno, 14,45 % posuđenica nisu imale odgovarajuće istovrijednice. U gotovo 24 % slučajeva engleske posuđenice bile su češće od hrvatskih istovrijednica.

Rezultati pokazuju da se u razvoju domaće stručne terminologije posebna pažnja treba posvetiti području informacijskih i komunikacijskih tehnologija. S obzirom na to da prilagođeni oblici nisu dio hrvatskog standardnog jezika, njihova pojava, uz posuđenice bez odgovarajućih istovrijednica, upućuje na nedovoljnu dostupnost domaćih termina. Također, rezultati analize domaćih istovrijednica upućuju na to da bi neke od njih mogle biti nedovoljno precizne, presložene i neekonomične, što nije u skladu sa zahtjevima tehničkog jezika.

Ključne riječi: leksičko posuđivanje, engleske posuđenice, hrvatske istovrijednice, stručna terminologija, tehnologija

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Technology-related English loanwords in Croatian web corpus: Identification, translation equivalence and frequency of use

English loanwords have become common in fast-growing fields, such as technology. This is particularly evident in specialized terminology, where challenges related to translation equivalence often arise (Chirobocea-Tudir 2016). Several significant linguistic resources have been developed with the aim of standardizing Croatian professional terminology (e.g.

STRUNA, Croatian Terminology Portal). It should be noted that keeping such resources up to date is very challenging due to the constant influx of new words. Technology-related English loanwords are also commonly used in the media. Exposure to such language can reduce the level of familiarity of Croatian terms and, consequently, their use among native speakers. Therefore, the main goal of this study is to analyse the use of technology-related English loanwords and their Croatian equivalents in the corpus of Croatian news portals.

The analysis was conducted based on the data available in the Database of English Words and Croatian Equivalents (Bogunović et al. 2022), which contains a total of 2,982 English loanwords, extracted from the Corpus of Croatian News Portals ENGRI (Bogunović et al. 2021, Bogunović & Kučić 2021). After single-word English loanwords from the semantic category Technology (N=346) were identified, the availability of Croatian equivalents was analysed. Equivalents were divided into six categories: 1. single-word (e.g. 'mail' *pošta*); 2. multi-word (e.g. 'inbox' *ulazni spremnik*); 3. no equivalent (e.g. 'homeboard'); 4. cognates (e.g. 'text' *text*); 5. adapted forms (e.g. 'driver' *drajver*); and 6. e-words (e.g. 'e-mail' *e-pošta*). Frequency analysis included identifying the most frequent (RF>15.0000) and least frequent (RF<0.0012) loanwords, as well as the most frequent (RF>200.0000) and least frequent (RF<0.0012) equivalents. Semantic subcategories were determined for both groups. Finally, the relative frequencies of loanwords and equivalents were compared.

The results show that the majority of loanwords from the corpus were related to the field of information and communication technologies (80.85%). Croatian equivalents were available for more than 85% of loanwords, with single-word equivalents being the most common category (51.73%), followed by multi-word equivalents (18.21%), cognates (9.54%) and adapted forms (5.78%). At the same time, 14.45% of loanwords did not have corresponding equivalents. In almost 24% of cases, English loanwords were more frequent than Croatian equivalents.

The results show that in the development of Croatian professional terminology, special attention should be given to the field of information and communication technologies. Since adapted forms are not part of the Croatian standard language, their use, along with loanwords without corresponding equivalents, indicates insufficient availability of Croatian terms. Also, the results of the analysis of Croatian equivalents indicate that some of them may be insufficiently precise, too complex and uneconomical, which is not in line with the requirements of a technical language.

Key words: lexical borrowing, English loanwords, Croatian equivalents, technical language, terminology

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Političke teme u Instagram formatu: retorički i argumentacijski obrasci sadržaja koji konzumiraju mladi

Istraživanja pokazuju kako mladi u Hrvatskoj (ESS 2024, prema Burić 2025) na informiranje troše 35 minuta dnevno, pri čemu je recepcija informativnog sadržaja uglavnom rezultat algoritamske preferencije, ne i aktivne potrage za informacijama. Nadalje, Instagram se posljednjih godina oblikovao kao jedan od ključnih izvora informiranja generacije mladih, koja dakle vijesti sve češće konzumira kratko, usputno i putem vizualno dominantnih digitalnih formata (Burić 2025). Nastavno na to, rad je usmjeren na analizu odabranog sadržaja Instagram objava web-portala kojima se informira o odabranoj političkoj temi s ciljem analize uvida o tome kako se kompleksne informacije oblikuju kada ulaze u logiku platforme. Takav format proizvodi specifičan tip političke vidljivosti: sadržaj na Instagramu je s jedne strane politička tema, ali pretpostavka je kako je naglasak na vizualno-retoričkoj interpretaciji sukladno komunikacijskim obrascima odabrane društvene mreže. Cilj istraživanja je pokazati na odabranom sadržaju informiranja o prvom danu napada na Iran i napadima Irana u veljači 2026. godine, konkretnije 28. veljače 2026. te temeljem analize na odabranom primjeru donijeti zaključke kako ti obrasci oblikuju način na koji generacija Z dolazi u kontakt s političkim sadržajem. Politički događaj na Instagramu postaje naime vidljiv kao vizualno-retorički fragment, stoga je pretpostavka istraživanja da takav format potiče emocionalizaciju, pojednostavljivanje i redukciju argumentacijskih slojeva. Istraživanje se provodi temeljem kvalitativne analize sadržaja na odabranim objavama hrvatskih informativnih portala na Instagramu. Jedinica analize je jedna objava, a analitički koraci uključuju identifikaciju komunikacijskih strategija, argumentacijskih obrazaca, emocionalnih signala i vizualnih strategija u prikazu događaja. Preliminarni rezultati ukazuju na to da komunikacijski obrasci Instagram objava reduciraju političke procese na vizualno privlačne mikro-narative, pri čemu se ističu konfliktni elementi, emocionalni signali i moralne binarnosti, dok se paralelno pojednostavljuju ili čak izostavljaju kontekstualni i argumentacijski slojevi poruke. U objavama prevladavaju komunikacijske taktike karakteristične za platformu: „hook“ naslovi, naglašeni vizualni kontrasti, kratke komentarske rečenice i simbolički pojednostavljeni prikazi događaja.

Ključne riječi: politička komunikacija, društvene mreže, komunikacijski obrasci na Instagramu

Political topics in the instagram format: Rhetorical and argumentative patterns in content consumed by young audiences

Research indicates that young people in Croatia spend approximately 35 minutes per day consuming news (ESS 2024, as cited in Burić 2025), with informational exposure predominantly shaped by algorithmic preference rather than active information-seeking. In recent years, Instagram has emerged as one of the key sources of news for younger generations, who increasingly engage with current events briefly, incidentally, and through visually dominant digital formats (Burić 2025). Building on this trend, the present paper examines selected Instagram posts published by news portals on a chosen political topic, with the aim of analysing how complex information is reshaped when entering the logic of the platform.

Such a format produces a specific type of political visibility: on Instagram, political issues are presented as topics, yet the emphasis is assumed to lie in their visual–rhetorical interpretation, in line with the communicative patterns characteristic of the platform. The study focuses on Instagram coverage of the first day of attacks on Iran and subsequent Iranian strikes in February 2026, specifically on 28 February 2026 to explore how these communicative patterns shape the ways in which Generation Z encounters political content. The central assumption is that the Instagram format renders political events as visual–rhetorical fragments, thereby encouraging emotionalisation, simplification, and the reduction of argumentative layers.

The research employs qualitative content analysis of selected posts published by Croatian news portals on Instagram. The unit of analysis is a single post, and the analytical procedure includes identifying communicative strategies, argumentative patterns, emotional cues, and visual techniques used in portraying the event. Preliminary results suggest that Instagram’s communicative logic reduces political processes to visually appealing micro-narratives that highlight conflict, emotional signals, and moral binaries, while contextual and argumentative dimensions are simultaneously simplified or omitted. Posts tend to rely on communication tactics characteristic of the platform: “hook” headlines, heightened visual contrasts, brief comment-like statements, and symbolically simplified depictions of events.

Key words: political communication, social media, communicative patterns on Instagram

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Valencijska alternacija kao signal konceptualne promjene: analiza hrvatskih glagola komunikacije

Misli i stavovi oblikuju se u kognitivnom prostoru, ali u komunikacijskom činu poprimaju jezičnu formu te postaju dio društvene interakcije. U tom procesu izbor glagola nije neutralan, nego često signalizira govornikov stav, procjenu, odnos prema sugovorniku ili vlastitoj izjavi (usp. Tuđman Vuković 2010, Brač i Birtić 2023).

U središtu ovoga istraživanja nalaze se hrvatski glagoli komunikacije, zanimljivi zbog semantičke nijansiranosti i razgranatosti morfosintaktičke realizacije argumenata, no nedovoljno sustavno opisani u hrvatskom jeziku. Njihovo je prototipno značenje prijenos poruke, a prototipni elementi argumentne strukture uključuju pošiljatelja, poruku i primatelja. Međutim, ti glagoli ne denotiraju isključivo čin prenošenja poruke, nego tvore šire konceptualno polje, među ostalim, društvene interakcije, imenovanja, evaluacije, identitetskoga pozicioniranja.

Polazišna je teza rada da je morfosintaktička realizacija argumenata povezana s promjenom konfiguracije komunikacijskoga događaja. Valencijska alternacija stoga nije površinska varijacija, nego signal konceptualne promjene. Primjerice, promjene u semantičkoj prirodi pošiljatelja (čovjek, institucija, sredstvo, neživi entitet) dovode do interpretacije koja uključuje značenje indiciranja ili signaliziranja, dok različite realizacije teme razlikuju prijenos konkretne poruke od govorenja o sadržaju ili predmetu diskursa. Alternacije u realizaciji primatelja koreliraju s pomacima od interpersonalnog adresiranja prema denominacijskom činu.

Istraživanje se temelji na analizi 110 glagola komunikacije za koje su identificirana značenja te povezana sa semantičkim skupinama prema CroWN-u (Filko i dr. 2015). Za svaki su glagol značenja i valencijski obrasci utvrđeni na temelju primjera iz korpusa hrWaC 2.2 (Ljubešić i Klubička 2016), a odabrani primjeri analizirani su na sintaktičkoj, morfološkoj i semantičkoj razini. Istraživanje uključuje kvantitativnu i kvalitativnu sintaktičko-semantičku analizu unutar teorije valentnosti i kognitivne gramatike te na temelju 400 značenja analiziranih glagola i preko 2000 anotiranih primjera odgovara na sljedeća pitanja:

- (1) Koji su valencijski okviri korpusno potvrđeni uz glagole komunikacije?
- (2) Kako promjena morfosintaktičke realizacije argumenata korelira s promjenom komunikacijskoga događaja?
- (3) U kojoj mjeri postojeće semantičke klasifikacije odražavaju empirijski potvrđene obrasce te kakva bi potpodjela preciznije opisivala njihovu distribuciju?

Rezultati potvrđuju prototipnu strukturu pošiljatelj–poruka–primatelj, ali i pokazuju sustavne korelacije između morfosintaktičke realizacije i značenjskih pomaka, a time i promjene semantičke (pod)skupine. Predlaže se korpusno utemeljena potpodjela hrvatskih glagola komunikacije koja preciznije odražava njihovu značenjsku razgranatost te doprinosi razumijevanju suodnosa značenja, sintakse i uporabe.

Ključne riječi: glagolska valentnost; glagoli komunikacije; semantička klasifikacija

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Valency alternation as a signal of conceptual change: An analysis of Croatian communication verbs

Thoughts and attitudes are formed in cognitive space, but in the act of communication they take linguistic form and become part of social interaction. The choice of verb is not neutral; it often signals the speaker's stance and attitude toward the interlocutor or their own statement (cf. Tuđman Vuković 2010, Brač & Birtić 2023).

This study examines Croatian communication verbs, notable for their semantic nuance and diverse morphosyntactic argument realization, yet still lacking a systematic description in Croatian linguistics. Their prototypical meaning is the transfer of a message, with a sender, message, and recipient as core arguments. However, these verbs extend beyond message transfer and form a broader conceptual field that includes social interaction, naming, evaluation, and identity positioning.

The central claim is that morphosyntactic argument realization correlates with changes in the configuration of the communicative event. Valency alternation is thus not merely surface variation, but a signal of conceptual change. For instance, variation in the semantic type of the sender yields interpretations such as indicating or signaling. Different realizations of the theme distinguish between transferring a concrete message and speaking about content or a discourse topic. Alternations in the realization of the recipient correlate with shifts from interpersonal addressing to denominational acts.

This analysis covers 110 communication verbs whose senses were identified and linked to semantic classes in CroWN (Filko et al. 2015). Senses and valency frames were established using examples from the hrWaC 2.2 corpus (Ljubešić & Klubička 2016), and selected examples were analyzed at syntactic, morphological, and semantic levels. Combining quantitative and qualitative syntactic-semantic analysis within valency theory and cognitive grammar, and based on 400 senses and over 2000 annotated examples, the study addresses three questions:

- (1) Which valency frames are corpus-attested with communication verbs?
- (2) How does a change in morphosyntactic realization correlate with a change in the communicative event?
- (3) To what extent do existing semantic classifications reflect attested patterns, and what sub-classification would better capture their distribution?

The findings confirm the prototypical sender–message–recipient structure and demonstrate systematic links between morphosyntactic realization and meaning shifts. A corpus-based sub-classification of Croatian communication verbs is proposed, more accurately reflecting their semantic complexity.

Key words: verb valency, verbs of communication, semantic classification

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Jezične biografije hrvatskih učitelja i nastavnika njemačkoga jezika – rezultati pilot-studije

Hrvatska je zemlja s dugom tradicijom učenja njemačkoga jezika. Njemački je jezik pod utjecajem povijesnih i gospodarskih faktora mijenjao status od službenog do najzastupljenijeg drugog stranog jezika. Uslijed globalizacije, digitalizacije i sve veće mobilnosti, kao i pod utjecajem tromosti i nedovoljne prilagodbe obrazovnog sustava društvenim promjenama, povećavao se utjecaj drugih oblika učenja na stjecanje stranojezičnih kompetencija. U hrvatskom su kontekstu dostupna istraživanja o utjecaju neformalnog i informalnog učenja na uspješnost ovladavanja engleskim jezikom. Na međunarodnoj se razini većina istraživanja također odnosi na engleski jezik.

Kroz izlaganje će se prikazati rezultati pilot-studije provedene 2024. godine. Cilj je pilot-studije bio kroz polustrukturirane intervjuve doći do podataka o jezičnim biografijama šestero uspješnih nastavnika njemačkoga jezika kako bi se utvrdio utjecaj pojedinih čimbenika u formalnoj, neformalnoj i informalnoj domeni učenja njemačkoga jezika. Kao kriterij

uspješnosti uzeti su rezultati učeničkih natjecanja, napredovanje u zvanju te edukacija drugih učitelja i nastavnika. Iako nisu samo učitelji i nastavnici njemačkoga jezika uspješni učenici toga jezika, pilot-istraživanje za svrhu je imalo prikupiti podatke koji će poslužiti za pripremu instrumenta koji će, nakon provjere valjanosti i pouzdanosti, poslužiti za provedbu glavnog istraživanja.

U opsežnim polustrukturiranim intervjuima sudjelovalo je troje uspješnih učitelja i nastavnika njemačkog jezika koji nisu dio školovanja ili života prije studija proveli u zemljama njemačkog govornog područja i troje koji imaju izbjegličko ili povratničko iskustvo. Intervjui su snimani preko platforme Zoom nakon čega su odgovori razvrstani i analizirani te su utvrđeni formalni, neformalni i informalni oblici učenja njemačkoga jezika u jezičnim biografijama šestero učitelja i nastavnika. Kvalitativnom se analizom došlo do podataka o najvažnijim čimbenicima koji su doprinijeli uspješnome učenju jezika. Rezultati su pokazali da odlučujuću ulogu imaju život i boravak u zemljama njemačkog govornog područja, čitanje literature na njemačkome jeziku, motivacija i struktura. Glavnim će se istraživanjem pokušati prikupiti podaci relevantni za hrvatsku obrazovnu i jezičnu politiku.

Ključne riječi: jezična biografija, formalno učenje, neformalno učenje, informalno učenje, jezična politika

Language biographies of Croatian German language teachers – findings of a pilot study

Croatia is a country with a long tradition of learning German. Under the influence of historical and economic factors, the German language has changed its status from a historically significant administrative language to a predominantly second foreign language. Due to globalisation, digitalisation and increasing mobility, as well as the insufficient adaptation of the education system to these developments, the impact of non-formal and informal learning on the acquisition of foreign language competences has increased. In the Croatian context, research is available on the impact of non-formal and informal learning on the success of English language acquisition. At the international level, most research also relates to the English language.

This paper presents the results of a pilot study conducted in 2024. The aim of the pilot study was to obtain data on the language biographies of six successful German language teachers through semi-structured interviews in order to determine the influence of individual factors across the formal, non-formal and informal domains of German language learning. The criteria for success were the results of student competitions, career advancement and the education of other teachers. The purpose of the pilot study was to collect data that will be used to prepare an instrument that, after checking its validity and reliability, will be used to conduct the main study.

Three successful German language teachers who had not spent part of their education or lived in German-speaking countries prior to their university studies and three who had refugee or returnee experience participated in extensive semi-structured interviews. The interviews were recorded via Zoom and subsequently transcribed, classified and analysed to identify formal, non-formal and informal forms of German language learning. Qualitative analysis yielded data on the most important factors that contributed to successful language learning. The results showed that residence and stays in German-speaking countries, reading literature in German, motivation and structured learning play a decisive role in successful language acquisition. The main study will aim to collect data relevant to Croatian educational and language policy development.

Key words: language biography, formal learning, non-formal learning, informal learning, language policy

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Paronimija u hrvatskome jeziku: opis i tipologija

Cilj je ovoga izlaganja opisati paronimiju kao leksičko-semantički odnos i ponuditi preliminarnu tipologiju paronima u hrvatskome jeziku temeljenu na vrsti riječi. Naziv *paronimija* pojavljuje se još u Aristotelovim *Kategorijama*, a shvaćanje istoimene pojave bitno se razlikuje u slavenskoj i neslavenskoj literaturi, ali i od autora do autora. Kako Nikolić (2025) navodi, dva su pitanja pri definiranju paronimije ključna – 1. jesu li njome obuhvaćeni samo istokorijenski leksemi ili i raznokorijenski, 2. koliko paronimni parnjaci moraju biti značenjski povezani ili udaljeni – a na ta pitanja ne postoji jedinstven odgovor. U hrvatskoj jezikoslovnoj literaturi paronimija gotovo uvijek obuhvaća istokorijenske lekseme koji su semantički povezani. Tom je leksičko-semantičkom odnosu kod nas najviše pozornosti posvetila Branka Tafra, koja paronimiju (blisko značnost) promatra u okviru jezičnoga sustava te je, u odnosu na mnoge druge autore, definira prilično strogo. Za nju je paronimija „leksičko-semantički odnos dviju riječi iste vrste, iste tvorbene porodice, bliska značenja, ali međusobno isključive u istom kontekstu“ (Tafra 2018: 227), a tom ćemo se definicijom u ovome radu i mi služiti. Iako postoje različite podjele paronima (npr. Bolshakov i Gelbukh 2003, Nikolić 2025), u radu se predlaže tipologija prema vrsti riječi slijedeći dosadašnje uvide hrvatskih autora. Primjerice, Bašić i Grgat (2022) pisale su o glagolskoj paronimiji. U obzir ćemo stoga uzeti pridjevsku paronimiju, koja se smatra najčešćom u hrvatskome jeziku, imeničku, za koju Nikolić (2025) tvrdi da je najčešća u srpskome, te glagolsku. Rad se temelji na kvalitativnoj analizi reprezentativnih paronimskih parova zabilježenih u rječnicima i

normativnim priručnicima te na usporedbi njihovih tvorbenih odnosa, značenjskih struktura i funkcionalne raspodjele u standardnome jeziku. Predložena tipologija pridonosi preciznijemu razgraničenju paronimije od sinonimije i drugih leksičkih odnosa te otvara mogućnost dosljednijega opisa paronima u hrvatskoj leksikografiji i normativnoj praksi. Time se paronimija ne promatra samo kao izvor jezičnih pogrešaka nego i kao pokazatelj načina na koji se u jeziku konceptualiziraju i diferenciraju bliska značenja.

Ključne riječi: paronimija, bliskoznačnost, leksička semantika, tipologija

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Paronymy in the Croatian language: Description and typology

The aim of this presentation is to describe paronymy as a lexical-semantic relation and to propose a preliminary typology of paronyms in Croatian based on word class. The term paronymy appears as early as Aristotle's *Categories*, yet the understanding of the phenomenon varies considerably across Slavic and non-Slavic scholarship, as well as among individual authors. As Nikolić (2025) observes, two issues are crucial in defining paronymy: first, whether it includes only same-root lexemes or also those of different roots; and second, how semantically close or distant the members of a paronymic pair must be. There is no single answer to these questions. In Croatian linguistic literature, paronymy almost always refers to semantically related lexemes derived from the same root. Among Croatian scholars, this lexical-semantic relation has been studied most extensively by Branka Tafra, who approaches paronymy within the framework of the language system and defines it relatively strictly as a relation between two words of the same word class and derivational family, of similar meaning, yet mutually exclusive in the same context. This definition is adopted in the present paper. Although various classifications of paronyms have been proposed, the paper offers a typology according to word class, following previous insights in Croatian linguistics. It

considers adjectival paronymy, generally regarded as the most frequent in Croatian; nominal paronymy, which Nikolić (2025) identifies as most frequent in Serbian; and verbal paronymy. The study is based on a qualitative analysis of representative paronymic pairs attested in dictionaries and normative manuals, comparing their derivational relations, semantic structures, and functional distribution in the standard language. The proposed typology contributes to a clearer distinction between paronymy and synonymy, as well as other lexical relations, and enables a more consistent treatment of paronyms in Croatian lexicography and normative practice. Paronymy is thus viewed not only as a source of language errors but also as evidence of how closely related meanings are conceptualized and differentiated within the language.

Key words: paronymy, near-synonymy, lexical semantics, typology

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Govor Grabovca (Goričaja)

U radu je obrađen govor Grabovca (Goričaja), naselja koje se nalazi na području Zabiokovlja, u Dalmatinskoj zagori. Naselje je podijeljeno na tri dijela: *Goričaj (Gôrnjē sèlo)*, *Srida sèla* i *Dônjē sèlo*. Ovdje je obrađen govor Goričaja, koji se u pravilu ne razlikuje od govora ostalih dijelova Grabovca. Istraživanje je provedeno u sklopu projekta Lingvistička geografija *Hrvatske u europskome okružju* (LinGeH; voditeljica projekta: prof. dr. sc. Dunja Brozović Rončević). Građu smo prikupili na terenu na temelju LinGeH-ova upitnika i slobodnih razgovora s nekoliko kazivača srednje i starije životne dobi. Razgovori su bilježeni digitalnim snimačem zvuka. Glavni naglasak stavljen je na fonologiju i morfologiju te dijelom na leksik i sintaksu. Govori Zabiokovlja (pa tako i Grabovca) pripadaju novoštokavskom ikavskom dijalektu (jugozapadnoga) čakavskoga tipa (Šimundić 2004, Lukežić 2003). Prvi sustavan opis ovih govora donosi Mate Šimundić (1971) koji je obradio govor Imotske krajine i Bekije (dio Hercegovine) napomenuvši da se na jugozapadnome dijelu Imotske krajine (u Grabovcu, Rastovcu i Zagvozdu) javlja posebna značajka, a to je zamjena afrikata *č* i *ć* te *ž* i *ẓ̌*, ili pak njihova neutralizacija (*č̣* i *ẓ̌*). Našim istraživanjem ustanovljeno je da između glasova *č* i *ć* te *ž* i *ẓ̌* nema razlike na fonemskoj razini (dakle, u sustavu su prisutni fonemi *č̣* i *ẓ̌*), dok se na fonetskoj razini razlika očituje te se afrikati mogu ostvariti kao *č*, *ć*, *č̣* te *ž*, *ẓ̌*, *ẓ̣̌*. Ostvaraj afrikata dakako ovisi o pojedincu i njegovu idiolektu te može varirati na razini iste riječi.

U radu smo također stavili naglasak na štokavsko-čakavska susretišta, odnosno zajedničke izoglose koje govor Grabovca dijeli sa susjednim čakavskim govorima, što se može tumačiti kroz prizmu teorije dijalekatskog kontinuuma i teorije jezičnih dodira. Isto tako, naglašen je

proces jezičnih promjena (zbog unutarjezičnih i izvanjezičnih razloga), koji je prisutan i u govoru Grabovca (usp. Bošnjak Botica i Botica 2021). Danas je tomu još više tako zbog redovitog školovanja, sveprisutne informacijsko-komunikacijske tehnologije, odnosno utjecaja medija. Mnoge osobine preuzimaju se kako iz susjednih govora, tako i iz standardnog idioma. Razlike se također uočavaju i na međugeneracijskoj razini.

Ključne riječi: Grabovac, novoštokavski ikavski dijalekt, fonologija, morfologija, afrikati

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Speech of Grabovac (Goričaj)

The paper examines the speech of Grabovac (Goričaj), a settlement located in the Zabiokovlje area, in the Dalmatian hinterland. The settlement is divided into three parts: *Goričaj (Gôrnjē sèlo)*, *Srida sèla* and *Dônjē sèlo*. The speech of Goričaj is examined here, which generally does not differ from the speech of other parts of Grabovac. The research is a part of the project called The Linguistic Geography of Croatia in the European Context (project leader: Dunja Brozović Rončević, full professor). We collected the material in the field based on special questionnaire (which was created for the aforementioned project) and free conversations with several middle-aged and elderly informants. The conversations were recorded with a digital audio recorder. The main emphasis was placed on phonology and morphology, and partly on lexis and syntax. The dialects of Zabiokovlje (and thus of Grabovac) belong to the Neoštokavian Ikavian dialect of the (southwestern) Šćakavian type (Šimundić 2004, Lukežić 2003). The first systematic description of these dialects was provided by Mate Šimundić (1971), who studied the dialects of Imotska krajina and Bekija (part of Herzegovina), noting that in the southwestern part of Imotska krajina (in Grabovac, Rastovac and Zagvozđ) a special feature occurs, namely the replacement of the affricates *č* and *ć* and *ž* and *ẓ̌*, or their neutralization (*č̣* and *ẓ̌*). Our research has established that there is no difference between the sounds *č* and *ć* and *ž* and *ẓ̌* at the phonemic level (i.e., the

phonemes \acute{c} and \acute{z} are present in the system), while at the phonetic level the difference is evident, and the affricates can be realized as \acute{c} , \acute{c} , \acute{c} and \acute{z} , \acute{z} , \acute{z} . The realization of affricates, of course, depends on the individual and their idiolect and can vary at the level of the same word.

In the paper, we also put emphasis on the Štokavian-Čakavian common isoglosses that the Grabovac speech shares with the neighboring Čakavian speeches, which can be interpreted through the prism of the theory of dialect continuum and the theory of language contacts. Likewise, the process of linguistic change (due to intralinguistic and extralinguistic reasons), which is also present in the Grabovac speech, is emphasized (cf. Bošnjak Botica & Botica 2021). Today, this is even more so due to regular schooling, presence of information and communication technology, and the influence of the media. Many features are taken over from both neighboring speeches and the standard idiom. Differences are also noticeable at the intergenerational level.

Key words: Grabovac, New Štokavian Ikavian dialect, phonology, morphology, affricates

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Early bilingual development before speech: Evidence from a Romanian–Croatian child

This study explores early bilingual development through a case study of a 15-month-old preverbal boy raised in a Romanian–Croatian household in Croatia. The family follows the One Parent, One Language approach: the mother speaks Romanian and the father Croatian. Due to the father's frequent work-related absences, the child receives more input in Romanian. English is also indirectly present through parental communication and exposure to cartoons.

The study is grounded in established research on early bilingual development (De Houwer 2009, 2021, Paradis et al. 2021) and contributes data from a rarely studied language combination: Romanian (Romance) and Croatian (South Slavic). The typological distance between these languages, along with limited lexical overlap, provides a valuable context for examining how preverbal children differentiate between linguistic systems before producing words.

Data were collected over one month through eight naturalistic parent–child interaction sessions, evenly divided between Romanian and Croatian. All sessions were audio- and video-recorded, and parents kept systematic notes on contextual factors such as activity type

and child engagement. Approximately four hours of data were gathered. Selected excerpts were transcribed and qualitatively analysed, focusing on behavioural indicators of receptive comprehension, including gaze direction, gestures, imitation and emotional responses.

The findings show consistent behavioural evidence of receptive comprehension in both languages. The child demonstrated stronger attentional focus, emotional engagement and motor imitation during Romanian interactions, especially in rhythmic play (e.g. clapping and peek-a-boo). Responses in Croatian were less frequent and less stable, likely reflecting reduced exposure rather than limited understanding. Although no babbling or word production was observed, context-sensitive vocalisations and gestures indicated emerging communicative competence. The child also showed a clear preference for English-language cartoons, suggesting that indirect media exposure may shape early auditory preferences and attention.

Overall, the results support research indicating that bilingual infants reach early developmental milestones on a timetable comparable to monolingual peers when provided with sufficient input (Muszyńska et al. 2025). Nevertheless, the study highlights how asymmetrical exposure can influence individual developmental trajectories. Crucially, it demonstrates that nonverbal behaviours, such as gaze, gesture, imitation and affect, are reliable indicators of language comprehension before the onset of speech.

Key words: early bilingualism, Romanian–Croatian, preverbal child, OPOL strategy, language comprehension

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Prozodijski i fonetski ključevi u dvojezičnoj obradi – PROFON: nacrt projekta

U izlaganju se predstavlja temeljnu zamisao, ciljeve i metodologiju četverogodišnjeg projekta naslovljena Prozodijski i fonetski ključevi u dvojezičnoj obradi (PROFON) koji provodi interdisciplinarni tim istraživača. PROFON se bavi dvojezičnom obradom hrvatskog kao J1 i engleskog kao J2, s naglaskom na ulogu jezično specifičnih prozodijskih (ritam) i fonetskih signala te kontrastivnog stresa. Ova tri cilja PROFON prati svojim troetapnim nacrtom organiziranim u tri eksperimenta praćenja pokreta oka.

U etapi 1 istražuje se uloga udara u vođenju čitanja u sebi te se nastoji povezati ritmička sposobnost sudionika s njihovom vještinom čitanja u J1 i J2. Istraživanja su pokazala (Cergol i Palmović 2024) da zbog unutarnjeg govora pri čitanju u sebi fiksacija pada na mjesto udara u skladu s naglasnom strukturom jezika. U etapi 1 koristi se razlika u naglasnim obrascima hrvatskog i engleskog jezika u dvojezičnom eksperimentu praćenja pokreta oka kako bi se dodatno istražila uloga udara u čitanju. Očekuje se da će sudionici koji postižu više rezultate na testu glazbenog ritma biti i bolji čitatelji.

Etapa 2 počiva na principima jezično-(ne)selektivnog dvojezičnog leksičkog pristupa. Naime, poznato je da jezično-specifični fonetski elementi podražaja mogu usmjeriti dvojezičnu obradu (Marian i Spivey, 2003). U etapi 2 se paradigmom vizualnog svijeta istražuje uloga jezično-specifične i nespecifične realizacije inicijalnih fonema u riječima hrvatskog i engleskog jezika. Očekuje se da će takvi elementi usmjeriti dvojezičnu obradu što će se odraziti u postotku fiksacija na ciljne slike i ometače.

Etapa 3 bavi se ulogom kontrastivnog stresa u obradi hrvatskog i engleskog jezika, točnije u integraciji tekstualnih (auditivnih) i vizualnih (slikovnih) informacija. Pratit će se pogled sudionika dok slušaju priču popraćenu odgovarajućim slikama (slikovnice). Očekuje se da će kontrastivni udar voditi pogled u obradi slušnih podražaja u J1 i J2.

Za analizu podataka koristit će se linearno modeliranje i logistička regresija. Rezultati se mogu pokazati korisnim u modeliranju dvojezične obrade kao i u razvijanju vještine čitanja u J1 i J2.

Ključne riječi: praćenje pokreta oka, dvojezična obrada, jezično-specifični elementi

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Prosodic and phonetic cues in bilingual processing – PROFON: Project design

The aim of this contribution is to present the rationale, aims and methodology of a four-year long project entitled Prosodic and Phonetic Cues in Bilingual Processing (PROFON) currently initiated by an interdisciplinary team of researchers. PROFON investigates bilingual processing of L1 Croatian and L2 English, focusing on the role of language-specific prosodic (rhythm) and phonetic cues as well as contrastive stress. PROFON follows these three aims with its three-phase form organized into three eye tracking experiments.

Phase 1 looks into the role of stress in guiding silent reading and attempts at connecting the rhythmical ability of the participant with their reading skill in L1 and L2. It has been shown (Cergol & Palmović 2024) that in silent reading places of fixations may be accounted for by the stress pattern of language due to inner speech. Phase 1 takes advantage of the difference in the Croatian and English stress patterns in a bilingual eye tracking reading experiment to provide evidence on the guiding effect of stress in silent reading. Readers who achieve higher results on the test of musical rhythm are expected to be better readers.

Phase 2 of PROFON rests upon the postulates of the language-(non)selective bilingual lexical access. It is known that language-specific phonetic cues in the stimulus can guide bilingual processing (Marian & Spivey 2003). Phase 2 utilizes the visual world paradigm task to investigate the role of word-initial language-specific cues in the realization of Croatian and English. Such cues are expected to guide bilingual processing that will reflect in the percentage of fixations into the target and distracting images.

Phase 3 of PROFON focuses on the role of contrastive stress in the bilingual processing of Croatian and English, more precisely in the integration of textual (auditory) and visual (picture) information. The participants' gaze will be tracked as they listen to a picture book story supported by the corresponding visuals. Contrastive stress is expected to guide the gaze in the processing of L1 and L2 auditory stimulus.

Linear modelling and logistic regression will be used for data analysis. The results may prove useful in modelling bilingual processing as well as developing L1 and L2 reading skills.

Key words: eye tracking, bilingual processing, language-specific cues

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Prototipna struktura, kulturni modeli i metaforičko proširenje pojmova *mother/majka* i *father/otac*: kontrastivna semantičko-leksička analiza

Ovaj rad istražuje semantičku strukturu i leksičko ponašanje pojmova *mother/majka* i *father/otac* u engleskom i hrvatskom jeziku, s naglaskom na paradigmatsku organizaciju, tvorbenu morfologiju, kolokacijske obrasce i idiomatsku produktivnost. Ovdje rodbinske nazive ne promatramo kao transparentne biološke oznake, već ih analiziramo kao radijalne kategorije s prototipnim obilježjima prema teoriji prototipa (Rosch 1973, 1975, 1988, Lakoff 1987, Taylor 2009). Analiza se nadalje temelji na semantici okvira i prizora (Fillmore 1977) te na teoriji konceptualne metafore (Lakoff i Johnson 1980, Kövesces 2005), kao i na kulturnom opojmljivanju (Sharifian 2011).

Korpus obuhvaća engleske i hrvatske jezične korpuse te leksikografske izvore, dopunjene zadatkom semantičke elicitanje s izvornim govornicima. Istraživanje postavlja tri pitanja: (1) Koja je unutarnja struktura radijalnih kategorija povezanih s pojmovima *mother/majka* i *father/otac* te kako su hijerarhizirana prototipna i periferna značenja? (2) Na koji način tvorbeni obrasci (*to mother*, *motherhood*, *majčinski*, *očinski*) te evaluativni ili hipokoristični oblici (*Mother*, *Daddy*, *tata*, *tata-mata*) otkrivaju morfosemantičke asimetrije? (3) Koje konceptualne metafore i metonimije motiviraju proširene uporabe (npr. *motherland*, *mother tongue*, *founding father*, *Father Time*, *Majka Zemlja*, *ponavljanje je majka znanja*) i kako se one preslikavaju na kulturno specifične sheme autoriteta i skrbi?

Preliminarni rezultati upućuju na međujezične razlike u metaforičkoj produktivnosti, kolokacijskoj snazi i pragmatičkoj obilježenosti. Engleski podaci pokazuju veću glagolsku derivaciju leksema *mother* te snažniju povezanost s okvirima SKRBI, PODRIJETLA i NJEGOVANJA, dok se leksem *father* povezuje s okvirima AUTORITETA i UTEMELJENJA. Hrvatski podaci otkrivaju veću idiomatsku gustoću leksema *majka* nego leksema *otac*, što upućuje na asimetrično semantičko proširenje.

Integrirajući kognitivnu semantiku, teoriju okvira i korpusno utemeljenu leksikologiju, rad pokazuje da leksemi za roditeljske uloge utjelovljuju kulturno ukorijenjene kognitivne modele čija se struktura očituje kroz distribucijske i morfološke pokazatelje. Istraživanje pridonosi kontrastivnoj leksičkoj semantici, proučavanju rodbinske terminologije te teorijama motivirane leksikalizacije i jezične relativnosti.

Ključne riječi: teorija prototipa, kulturni modeli, roditeljske uloge, shematizacija, opojmljivanje

Prototypical structure, cultural models, and metaphorical extension of *mother/majka* and *father/otac*: A contrastive semantic-lexical analysis

This paper investigates the semantic structure and lexical behavior of *mother/majka* and *father/otac* in English and Croatian, focusing on paradigmatic organization, derivational morphology, collocational patterning, and idiomatic productivity. Rather than treating kinship terms as transparent biological designators, the study analyzes them as radial categories with prototype effects according to prototype theory (Rosch 1973, 1975, 1988, Lakoff 1987, Taylor 2009). The analysis further draws on frame semantics (Fillmore 1977) and conceptual metaphor theory (Lakoff & Johnson 1980, Kövecses 2005), as well as cultural conceptualization (Sharifian 2011).

The dataset comprises English and Croatian corpora and lexicographic sources, complemented by a semantic elicitation task with native speakers. The study addresses three questions: (1) What is the internal structure of the radial categories associated with *mother/majka* and *father/otac*, and how are prototypical and peripheral senses hierarchized? (2) How do derivational patterns (*to mother*, *motherhood*, *majčinski*, *očinski*) and evaluative or hypocoristic forms (*Daddy*, *tata*, *tata-mata*) reveal morphosemantic asymmetries? (3) Which conceptual metaphors and metonymies motivate extended uses (e.g., *motherland*, *mother tongue*, *founding father*, *Father Time*, *Majka Zemlja*, *ponavljanje je majka znanja*), and how do these map onto culturally specific authority and care schemas?

Preliminary findings indicate cross-linguistic differences in metaphorical productivity, collocational strength, and pragmatic markedness. English data show greater verbal derivation from *mother* and stronger associations with CARE, ORIGIN, and NURTURE frames, whereas *father* aligns with AUTHORITY and FOUNDATION schemas. Croatian data reveal higher idiomatic density with *majka* than *otac*, suggesting asymmetrical semantic extension.

By integrating cognitive semantics, frame theory, and corpus-based lexicology, the paper argues that lexemes for parental roles instantiate culturally embedded cognitive models whose structure becomes visible through distributional and morphological evidence. The study contributes to contrastive lexical semantics, kinship terminology research, and theories of motivated lexicalization and linguistic relativity.

Key words: prototype theory, cultural models, parental roles, schematization, conceptualization

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Implikativni potencijal modificiranih frazema u hrvatskom novinskom diskursu

Rad se bavi implikativnim potencijalom modificiranih frazema u hrvatskim dnevnim novinama. Polazi se od pretpostavke da frazeološke modifikacije u jeziku medija ostvaruju različite pragmatičke funkcije, pri čemu se u određenim diskurzivnim uvjetima te funkcije mogu realizirati i putem konverzacijske implikature.

Istraživanje se usredotočuje isključivo na one primjere u kojima se dodatno značenje ne može u potpunosti protumačiti bez inferencijalnog zaključivanja, odnosno na slučajeve u kojima modificirani frazem potiče recipijenta na iščitavanje implicitne poruke. Analiza se provodi kvalitativno na odabranim primjerima iz hrvatskih dnevnih novina (Jutarnji list, Večernji list i 24sata), pri čemu se kao teorijski okvir primjenjuje Griceova teorija kooperativnosti i koncept konverzacijskih implikatura. Frazeološka modifikacija služi kao pragmatički signal za reinterpretaciju iskaza, čime se aktiviraju dodatni značenjski slojevi.

Frazeološke se modifikacije promatraju kao svjesne autorske preinake ustaljenog frazeološkog oblika koje recipijentu signaliziraju potrebu za dodatnim tumačenjem. U takvim slučajevima dolazi do preusmjerenja interpretacije s kanonskoga frazeološkog značenja na implicitnu poruku koja proizlazi iz diskurzivnog konteksta. Analiza reprezentativnih primjera pokazuje da modificirani frazemi u određenim uvjetima mogu aktivirati konverzacijske implikature te ostvarivati različite pragmatičke funkcije u novinskom diskursu.

Razumijevanje tih mehanizama omogućuje precizniji opis pragmatičke dinamike frazeoloških modifikacija te doprinosi razvijanju interpretativnih strategija potrebnih za kritičko iščitavanje implicitnih značenja u suvremenom medijskom diskursu. Rad predstavlja izdvojeni segment širega istraživanja koje se provodi u okviru doktorske disertacije o pragmatičkim funkcijama modificiranih frazema.

Ključne riječi: frazeološke modifikacije, konverzacijska implikatura, konverzacijske maksime, novinski diskurs

The implicature potential of modified phrasemes in Croatian newspaper discourse

This paper examines the implicature potential of modified phraseme in Croatian daily newspapers. It is based on the assumption that phraseological modifications in media

language perform various pragmatic functions which, under certain discursive conditions, may also be realized through conversational implicature.

The research focuses exclusively on examples in which the additional meaning cannot be fully interpreted without inferential reasoning, that is, on cases in which the modified phraseme prompts the recipient to infer an implicit message. The analysis is conducted qualitatively on selected examples from Croatian daily newspapers (Jutarnji list, Večernji list, and 24sata), applying Grice's Cooperative Principle and the concept of conversational implicature as the theoretical framework. Phraseological modification functions as a pragmatic signal for the reinterpretation of an utterance, thereby activating additional layers of meaning.

Phraseological modifications are viewed as deliberate authorial alterations of a conventional idiomatic form that signal to the recipient the need for further interpretation. In such cases, interpretation shifts from the canonical idiomatic meaning to an implicit message arising from the discursive context. The analysis of representative examples shows that, under certain conditions, modified phrasemes can activate conversational implicatures and perform various pragmatic functions in newspaper discourse. Understanding these mechanisms enables a more precise description of the pragmatic dynamics of phraseological modifications and contributes to the development of interpretative strategies necessary for the critical reading of implicit meanings in contemporary media discourse. This paper represents a separate segment of a broader study conducted within the framework of a doctoral dissertation on the pragmatic functions of modified idioms.

Key words: phraseological modifications, conversational implicature, conversational maxims, newspaper discourse

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Hrvatsko-korejski mini rječnik kao prototip primijenjene leksikografije za početno učenje korejskog jezika

Ovaj rad prikazuje razvoj prototipa hrvatsko-korejskog mini rječnika kao leksikografskog resursa za početno učenje korejskog jezika. Istraživački problem proizlazi iz nedostatka resursa za učenje korejskog jezika prilagođenih hrvatskim govornicima, osobito potpunim početnicima. Rad polazi od pretpostavke da materinji jezik može imati važnu potpurnu ulogu u početnim fazama učenja stranog jezika jer olakšava razumijevanje značenja, kulturno-pragmatičkih obilježja i kasniju uporabu novih jezičnih jedinica.

Teorijski okvir rada temelji se na funkcionalnoj i korisnički usmjerenom leksikografiji (Tarp 2008) te na pristupima koji materinji jezik promatraju kao kognitivni i pedagoški oslonac u početnim fazama učenja stranog jezika (Cummins 2001, Butzkamm 2003). U tom se okviru rječnik ne promatra samo kao popis prijevodnih ekvivalenata, nego kao pedagoški resurs koji korisniku pruža potporu u prijelazu od razumijevanja jezične jedinice do njezine praktične primjene. Posebna se pozornost posvećuje pitanju koje informacije takav resurs treba sadržavati kako bi bio funkcionalan u početnoj fazi učenja korejskog jezika.

Rad je istraživačko-razvojnog karaktera te prikazuje oblikovanje digitalno dostupnog mini rječnika od približno 150 čestih riječi i izraza relevantnih ponajprije u turističkom kontekstu. Rječnik uključuje pozdrave, nazive država i nacionalnosti, pojmove povezane s korejskom gastronomijom, osnovne glagole, zamjenice i čestice, ali i zasebnu kulturnu cjelinu s kratkim opisima odabranih mjesta i kulturnih koncepata. Za razliku od općeg dvojezičnog rječnika, ovaj resurs nije zamišljen kao sveobuhvatan leksikografski priručnik, nego kao selektivno oblikovan, korisnički usmjeren i pedagoški prilagođen alat za potpune početnike. Njegova je struktura usklađena sa sadržajem i ciljevima kratke uvodne radionice korejskog jezika pa mu funkcija nije samo informativna, nego i potporna: služi kao sredstvo praćenja, razumijevanja i kasnijeg ponavljanja obrađenoga sadržaja. Natuknice sadrže autorske primjere uporabe, prilagođeni prikaz izgovora na hrvatskom te, gdje je primjenjivo, kratke kulturne napomene. Rezultat rada jest oblikovanje leksikografskog modela koji povezuje početnu fazu učenja, višejezičnu potporu i kulturno utemeljenu jezičnu primjenu. Doprinos rada očituje se u isticanju potrebe za razvojem resursa za učenje korejskog jezika prilagođenih hrvatskim govornicima te u ponudi modela koji može poslužiti kao polazište za daljnja glotodidaktička, leksikografska i digitalna istraživanja.

Ključne riječi: primijenjena leksikografija, korejski kao strani jezik, učenje putem materinjega jezika, hrvatsko-korejski rječnik, pristup usredotočen na učenika

A Croatian-Korean mini-dictionary as a prototype of applied lexicography for the early stages of Korean language learning

This paper presents the development of a prototype Croatian-Korean mini-dictionary as a lexicographic resource for beginner level Korean language learning. The research problem arises from lack of the Korean language learning resources adapted to the needs of Croatian speakers, especially for complete beginners. The paper is grounded in the assumption that the mother tongue can play an important supportive role in the early stages of foreign language learning, as it facilitates the understanding of meaning, cultural and pragmatic features, and the later use of new linguistic units.

The theoretical framework of the paper is based on functional and user-oriented lexicography (Tarp 2008), as well as on approaches that observe mother tongue as a cognitive and pedagogical support in the early stages of foreign language learning (Cummins 2001, Butzkamm 2003). Within this framework, the dictionary is not regarded merely as a list of translation equivalents, but as a pedagogical resource that supports learners in the transition from understanding a linguistic unit to its practical application. Special attention is given to questioning what kind of information a resource such as this one should contain in order to be functional in the initial stages of Korean language learning.

The paper takes a research-developmental approach and presents the design of a digitally accessible mini-dictionary consisting of approximately 150 frequently used words and expressions primarily relevant to a tourism-related context. The dictionary includes greetings, names of countries and nationalities, terms related to Korean cuisine, basic verbs, pronouns, and particles, as well as a separate cultural section containing brief descriptions of selected places and cultural concepts. Unlike a general bilingual dictionary, this resource is not conceived as a comprehensive lexicographic reference, but as a selectively designed, user-oriented, and pedagogically adapted tool for complete beginners. Its structure is aligned with the content and aims of a short introductory Korean language workshop, which means that its function is not only informative but also supportive: it serves as a tool that helps learners to follow, understand, and later review covered materials. The entries include original example sentences, a Croatian-based pronunciation guide, and, where applicable, brief cultural notes.

The main outcome of the paper is the development of a lexicographic model that connects the initial stages of learning, multilingual support, and culturally grounded language use. The contribution of the paper lies in highlighting the need for Korean language learning resources adapted to Croatian speakers' needs and in offering a model that may serve as a starting point for further research in language pedagogy, lexicography, and digital resource development.

Key words: applied lexicography, Korean as a foreign language, mother-tongue-based learning, Croatian-Korean dictionary, learner-centred approach

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(Re)conceptualizing nature: An ecolinguistic analysis of environmental metaphors

The environmental crisis is not only material but also conceptual: it is shaped by the ways nature is represented and understood through language. From an ecolinguistic perspective,

environmental discourse plays a central role in constructing human–nature relationships by encoding specific ecological values and assumptions (Stibbe 2023). One of the most powerful linguistic mechanisms involved in this process is *metaphor*, which structures human thought by enabling abstract domains, such as *nature*, to be understood in terms of more familiar concepts (Lakoff & Johnson 1980). As a result, metaphors influence not only how nature is described, but also how it is perceived, evaluated, and acted upon.

This paper examines how environmental metaphors contribute to the conceptualization – and potential reconceptualization – of nature in contemporary environmental discourse. The study is based on a qualitative ecolinguistic analysis of a small, specialized corpus consisting of online media articles and environmental advocacy texts. Using conceptual metaphor analysis, the research identifies recurring metaphorical patterns, including NATURE AS RESOURCE, NATURE AS OBJECT, and NATURE AS LIVING SYSTEM. These metaphors are analyzed and evaluated within an ecolinguistic framework to determine whether they reinforce anthropocentric narratives or promote more ecologically sustainable conceptualizations (Stibbe 2021, Poole 2022). The analysis is further informed by environmental philosophy, particularly the view that humans are fundamentally embedded within ecological relationships rather than separate from them (Næss 1989). The findings suggest that anthropocentric metaphors framing nature as a passive resource remain dominant, reflecting and reinforcing conceptualizations of human superiority and ecological exploitation. However, alternative metaphors also emerge, presenting nature as a dynamic and interconnected system in which humans are participants rather than controllers. These competing metaphorical framings reflect different ecological narratives and value systems.

By demonstrating how metaphors shape ecological meaning and perception, this paper highlights the importance of language in sustaining or transforming human–nature relationships. In doing so, this paper will try to contribute to ecolinguistics and applied linguistics by showing how critical metaphor analysis can reveal implicit ecological assumptions and support the development of more sustainable ways of conceptualizing the natural world.

Key words: cognitive linguistics, ecolinguistics, conceptual metaphors, environmental metaphors, discourse analysis

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The noncontrastive functions of Japanese pitch: Their pedagogical implications

For the past several decades, the importance of Japanese pitch accent has received little attention in language classrooms. While a number of Japanese language textbooks from the 60s and 70s indicate pitch contours on example words and sentences (e.g., Mizutani & Mizutani 1977), virtually no modern textbooks do so. I surmise that this is primarily due to the advent of the communicative approach to language teaching. In this presentation, I demonstrate that it is pedagogically necessary to teach pitch accent to learners explicitly. This is not just because pitch is contrastive in Japanese but because it plays other significant roles: demarcation of words within a sentence (e.g., Tanaka & Kubozono 1999) as well as the differentiation of long vowels from their short counterparts (e.g., Deguchi 2015). Pitch is contrastive in Japanese in that words can differ from each other in their meanings solely based on pitch (e.g., KOobo ‘hops’ vs. koOBO ‘public recruitment’). In this presentation however, I focus on the noncontrastive functions of Japanese pitch accent to demonstrate the importance of teaching pitch in the classroom. First, since each word can have no more than one nucleus in Japanese (Haraguchi 1977), the number of nuclei allows us to parse an utterance into words. For example, with two nuclei (indicated with CAPS), there are two words in *MOoshiMAshita* ‘already did’; in contrast, with a single nucleus, there is only one word in *moOSHIMAshita* ‘(modestly) mentioned.’ Second, because of the characteristic pitch contours associated with long vowels in Japanese, teaching learners accurate pitch patterns also allows them to learn to distinguish vowel lengths, one of the most challenging aspects of learning Japanese.

Key words: Japanese, language pedagogy, pitch accent, parsing, vowel lengths

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Interferencija i morfološka složenost u ovladavanju hrvatskim padežnim sustavom govornika španjolskoga jezika

Hrvatski je jezik morfološki bogat i karakterizira ga razrađen padežni sustav, dok se u španjolskome jeziku gramatički odnosi pretežno izražavaju redom riječi i prijedložnim konstrukcijama. Tipološka udaljenost tih dvaju jezika otvara pitanje u kojoj su mjeri poteškoće u ovladavanju hrvatskim padežnim sustavom posljedica međujezične interferencije, a u kojoj proizlaze iz unutarnje morfološke složenosti sustava hrvatskoga jezika.

U radu se polazi od pretpostavke da interferencija podrazumijeva prijenos strukturnih i funkcionalnih obrazaca iz materinskoga jezika (Odlin 1989, Jarvis i Pavlenko 2008), dok se morfološka složenost (Greenberg 1960) promatra kroz brojnost funkcija pojedinoga padeža i njihovu semantičku raznolikost. Cilj je rada utvrditi koja su najčešća odstupanja govornika kojima je španjolski materinski jezik pri ovladavanju hrvatskim padežnim sustavom te ispitati može li se raspodjela odstupanja objasniti primarno prijenosom iz materinskoga jezika ili složenošću padežnih kategorija. Postavljena su tri istraživačka pitanja: (IP1) Koji su padeži najpodložniji odstupanjima na razinama A2 i B1 prema ZEROJ-u; (IP2) U kojoj se mjeri odstupanja mogu objasniti interferencijom iz španjolskoga; (IP3) Koje se strategije koriste pri nadoknađivanju padežnih odnosa koji ne postoje u materinskome jeziku polaznika. Usporedba razina A2 i B1 omogućava uvid u razvojnu dinamiku ovladavanja padežnim sustavom te u moguće smanjenje interferencijskih obrazaca s napredovanjem jezične kompetencije. Istraživanje se temelji na korpusu pisanih radova polaznika hrvatskoga kao inoga jezika na razinama A2 i B1 na Filozofskome fakultetu u Rijeci. Provedena je analiza pogrešaka prema vrsti padeža, sintaktičkoj funkciji i kontekstu uporabe.

Rezultati pokazuju visoku razinu točnosti u prototipnim funkcijama nominativa i akuzativa, dok su najveća odstupanja zabilježena u dativu i genitivu, osobito u njihovim semantički

složenijim i manje prototipnim funkcijama. Uočava se tendencija nadoknađivanja padežnih odnosa strožim redom riječi i češćom uporabom prijedložnih konstrukcija, što upućuje na djelomičan prijenos obrazaca iz španjolskoga jezika. Istovremeno, raspodjela odstupanja sugerira i da značajan dio poteškoća proizlazi iz unutarnje složenosti hrvatskoga padežnog sustava, a ne isključivo iz tipološke udaljenosti. Rezultati doprinose razgraničavanju učinaka interferencije i morfološke složenosti u ovladavanju morfološki bogatim jezicima te imaju implikacije za poučavanje hrvatskoga kao inoga jezika govornicima španjolskoga.

Ključne riječi: hrvatski kao ini jezik, međujezična interferencija, padežni sustav, analiza pogrešaka

Interference and morphological complexity in the acquisition of the Croatian case system by Spanish speakers

Croatian is a morphologically rich language characterized by a highly developed case system, whereas in Spanish grammatical relations are predominantly expressed through word order and prepositional constructions. The typological distance between these two languages raises the question of the extent to which difficulties in acquiring the Croatian case system result from cross-linguistic interference and to what extent they stem from the internal morphological complexity of the Croatian language.

The study is based on the assumption that interference entails the transfer of structural and functional patterns from the learner's first language (Odlin 1989, Jarvis & Pavlenko 2008) while morphological complexity (Greenberg 1960) is examined in terms of the number of functions associated with individual cases and their semantic diversity. The aim of the paper is to identify the most frequent deviations produced by native Spanish speakers in acquiring the Croatian case system and to determine whether the distribution of these deviations can be explained primarily by first-language transfer or by the complexity of case categories. Three research questions are posed: (RQ1) Which cases are most prone to deviations at the A2 and B1 levels according to the CEFR; (RQ2) To what extent can the deviations be explained by interference from Spanish; (RQ3) Which strategies are used to compensate for case relations that do not exist in the learners' first language? A comparison of the A2 and B1 levels provides insight into the developmental dynamics of case acquisition and into the possible reduction of interference patterns as language proficiency increases. The study is based on a corpus of written texts produced by learners of Croatian as a foreign language at the Faculty of Humanities and Social Sciences in Rijeka at the A2 and B1 levels. Error analysis was conducted according to case type, syntactic function, and context of use.

The results show a high level of accuracy in the prototypical functions of the nominative and accusative, while the greatest number of deviations was recorded in the dative and genitive,

particularly in their semantically more complex and less prototypical functions. A tendency was observed to compensate for case relations through stricter word order and more frequent use of prepositional constructions, suggesting partial transfer of patterns from Spanish. At the same time, the distribution of deviations indicates that a significant portion of the difficulties arises from the internal complexity of the Croatian case system rather than exclusively from typological distance. The findings contribute to distinguishing the effects of interference and morphological complexity in the acquisition of morphologically rich languages and have implications for teaching Croatian as a second and foreign language to Spanish speakers.

Key words: Croatian as a second and foreign language, cross-linguistic interference, case system, error analysis

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Leksički lanci kao pokazatelji razvoja disciplinarne epistemologije

Leksički lanci (engl. *lexical bundles*) nizovi su više riječi koji se pojavljuju zajedno statistički češće od drugih sveza, a pritom nemaju idiomatsko značenje (Biber i dr. 2004). Određuju se empirijski, na temelju učestalosti, a ne na temelju strukture (Hyland 2008) te pridonose organizaciji diskursa, kao i jasnoći i strukturiranosti akademskoga teksta. Istraživanja su pokazala da se tekstovi znanstvenih disciplina međusobno razlikuju s obzirom na leksičke lance koje rabe (Alasmay 2025), što upućuje na njihovu važnost u oblikovanju disciplinarnoga diskursa i razvoju disciplinarne pismenosti. Budući da su udžbenici ključan izvor toga znanja, postavlja se pitanje pokazuje li uporaba leksičkih lanaca disciplinarne razlike u samim početcima uvoda u disciplinu. Stoga je cilj ovoga rada istražiti leksičke lance u udžbenicima Prirode i Povijesti za 5. i 6. razred osnovne škole.

Potkorpus navedenih udžbenika izdvojen je iz korpusa disciplinarnih udžbenika za osnovnu školu (korpus RAPID) nastaloga u okviru projekta *Rana disciplinarna pismenost na hrvatskome: obilježja udžbeničkoga diskursa* (HRZZ IP-2024-05-2755). Potkorpus izdvojen radi analize leksičkih lanaca obuhvaća ukupno 12 udžbenika, po tri za svaki predmet (Povijest i Priroda) i razred (5. i 6.), te se sastoji od 524 875 pojava i 331 466 lema. Pomoću alata za korpusnu lingvistiku SketchEngine provedena je njegova analiza na razini trigrama i četverograma (Kilgarriff i dr. 2014).

Rezultati analize pokazali su da je moguće razlikovati dvije skupine leksičkih lanaca. Prvu skupinu čine leksički lanci koji se rabe za oblikovanje disciplinarno specifičnoga načina

razmišljanja. Primjerice, „što je dovelo do“ kojim se u Povijesti izriče uzročno-posljedični odnos, jedan od tehničkih koncepta nastave povijesti ili „kako bi se“ koji u Prirodi čini sastavnicu objašnjenja prirodnih procesa. Drugu skupinu čine leksički lanci u dijelovima teksta izravno usmjerenima učeniku, a kojima se učenike potiče na postupke tipične za pojedinu disciplinu. Primjerice, „što bi se dogodilo“ kojim se potiče postavljanje hipoteza kao temelja znanstvenoga razmišljanja u prirodoslovlju ili „na koji je način“ kojim se potiče uspostavljanje povijesne perspektive, također tehničkoga koncepta povijesti. Navedeni primjeri pokazuju da leksički lanci odražavaju epistemološke konvencije pojedine discipline, odnosno načine kojima određena znanstvena zajednica gradi, jezično izražava i vrednuje znanje. Time se potvrđuje da jezična istraživanja pružaju uvid u mehanizme poticanja rane disciplinarnosti pismenosti.

Ključne riječi: leksički lanci, disciplinarna pismenost, osnovnoškolski udžbenici, korpusna analiza

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Lexical bundles as indicators of disciplinary epistemology development

Lexical bundles are sequences of multiple words that co-occur statistically more often than other combinations, without carrying idiomatic meaning (Biber et al. 2004). They are determined empirically, based on frequency rather than structure (Hyland 2008), and contribute to discourse organization, as well as the clarity and coherence of academic texts. Research has shown that texts from different scientific disciplines differ in the lexical bundles they use (Alasmay 2025), highlighting their importance in shaping disciplinary discourse and developing disciplinary literacy. Since textbooks are a key source of this knowledge, the question arises as to whether the use of lexical bundles reflects disciplinary differences even at the very beginnings of introducing a discipline. Therefore, the aim of this study is to

investigate lexical bundles in Nature and History textbooks for grades 5 and 6 of primary school.

The subcorpus of these textbooks was extracted from the corpus of disciplinary textbooks for primary school (the RAPID corpus), created within the project Early Disciplinary Literacy in Croatian: Features of Textbook Discourse (HRZZ IP-2024-05-2755). The subcorpus selected for analyzing lexical bundles includes a total of 12 textbooks, three for each subject (History and Nature) and grade (5th and 6th), comprising 524,875 word tokens and 331,466 lemmas. The analysis of trigrams and four-grams was conducted using the corpus linguistics tool Sketch Engine (Kilgarriff et al. 2014).

The results of the analysis revealed that two groups of lexical bundles can be distinguished. The first group consists of lexical bundles used to shape a discipline-specific way of thinking. For example, “što je dovelo do” (“what led to”), expressing a causal relationship in History, represents one of the technical concepts in history teaching, while “kako bi se” (“in order to”) in Nature forms part of explanations of natural processes. The second group includes lexical bundles in parts of the text directly addressed to the student, encouraging them to engage in procedures typical of a given discipline. For instance, “što bi se dogodilo” (“what would happen”) promotes hypothesis formation as a foundation for scientific reasoning in science, whereas “na koji je način” (“in what way”) encourages establishing a historical perspective, also a technical concept in History. These examples show that lexical bundles reflect the epistemological conventions of each discipline, i.e., the ways in which a scientific community constructs, linguistically expresses, and evaluates knowledge. This confirms that linguistic research provides insight into the mechanisms supporting the development of early disciplinary literacy.

Key words: lexical bundles, disciplinary literacy, elementary-school textbooks, corpus analysis

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Student language prerequisites, challenges and support in English-medium instruction: Evidence from the University of Rijeka

English-medium instruction (EMI) refers to the use of English as the language of instruction for non-linguistic academic subjects in contexts where English is not the dominant language (Macaro et al. 2018). Given that EMI students are typically speakers of English as a foreign language, concerns have been raised regarding their language readiness for EMI, the

existence of institutional language policies and the provision of language support (cf. Simie & McKinley 2025, Thumvichit & Laoriandee 2024).

The present study was conducted at the University of Rijeka and aimed to examine: (a) the language prerequisites for admission to EMI, (b) the language-related challenges students encounter and their implications for students and their studies, and (c) the language support for EMI students. The sample comprised 330 non-native English EMI students who completed an online questionnaire. The data were statistically analysed.

The findings indicate that passing English in the school-leaving exam is the most common prerequisite required by higher education institutions (HEIs) and the one most students consider essential. Other requirements that students regard as highly important for demonstrating language readiness for EMI include a certificate of English proficiency and an admissions interview conducted in English. Regarding language challenges, students identify specialist terminology, academic English and grammar as the most difficult aspects of EMI. These challenges primarily affect students' self-confidence in class and their comprehension of course content. Two thirds of students state that language support should be provided. Preferred forms of support consist of English for Specific Purposes (ESP) courses and assistance from an English lecturer when needed, with a primary focus on speaking fluency, specialist terminology and academic English.

Based on the findings, we recommend that HEIs broaden their language-specific entry requirements and ensure that all programmes offer ESP courses. These courses provide language scaffolding for content courses and opportunities to develop language proficiency. A combination of appropriate language prerequisites and ongoing language support would enhance the quality of EMI, increase students' self-confidence and contribute to a more positive educational experience.

Key words: English-medium instruction, students, language prerequisites, language challenges, language support

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Hrvatska akademija znanosti i umjetnosti

Korpusni metapodaci u identifikaciji pragmatičkih konstrukcija: primjer evaluativnog obrasca *to ti je X*

Frazemske konstrukcije vrsta su jezičnih obrazaca koji se, u okviru konstrukcijske gramatike, mogu opisati kao konvencionalizirani parovi forme i značenja s djelomično fiksnom strukturom i otvorenim leksičkim mjestima (Goldberg 2006, Mellado Blanco 2022). Ta kombinacija stabilnih elemenata i varijabilnih sastavnica čini ih metodološki izazovnim za korpusna istraživanja. Premda istraživanja pokazuju da otvorena mjesta u konstrukcijama često podliježu određenim semantičkim ili leksičkim ograničenjima (Filipović Petrović i Barčot 2025), ona su i dalje dovoljno nepredvidljiva da mnoge konstrukcije ostaju izvan dosega sustavnog korpusnog pretraživanja. Ipak, konstrukcije obično sadrže stabilne elemente – tzv. sidra – koja omogućuju njihovu identifikaciju u korpusu i predstavljaju polazište za analizu.

Poseban metodološki problem nastaje kada se takva sidra sastoje od vrlo čestih riječi ili općih sintaktičkih obrazaca. U takvim slučajevima korpusna pretraga često daje desetke tisuća rezultata, među kojima se nalaze i slučajne kombinacije riječi koje nisu dio konvencionaliziranog obrasca. U radu se stoga polazi od pretpostavke da korpusni metapodaci, poput žanrovske i tematske anotacije, mogu poslužiti kao heuristika u identifikaciji pragmatičkih konstrukcija i njihovih funkcija u diskursu.

Kao studija slučaja analizira se obrazac *to ti je X* (npr. *to ti je vrhunsko vino*) u suvremenom hrvatskom. U tom obrascu dativna klitika *ti* pojavljuje se u funkciji etičkog dativa, koji nije dio glagolske valencije, nego služi uključivanju sugovornika i signaliziranju govornikove perspektive, pa se takva upotreba može povezati s procesima subjektifikacije, odnosno razvoja značenja koja kodiraju govornikove stavove (Traugott 2010: 29). Budući da evaluativni izrazi u diskursu često pokazuju tendenciju ponovne uporabe i stvaranja lanaca srodnih izraza koji oblikuju zajednički evaluativni okvir u komunikaciji (Stanojević i Šarić 2025), pretpostavljamo da se takvi obrasci postupno konvencionaliziraju u stabilnije diskurzivne formule ili konstrukcije.

Empirijska analiza temelji se na novoj generaciji tematski anotiranog CLASSLA-web.hr korpusa. Pretraga izraza *to ti je* daje više od 27 000 potvrda, što ilustrira problem identifikacije konstrukcije u korpusnim podacima. U radu se pokazuje kako analiza distribucije po žanrovima, tematskim domenama i tipičnim kolokacijama omogućuje izdvajanje pragmatički relevantnih konteksta i formuliranje hipoteze o funkciji obrasca. Rezultati upućuju na povezanost konstrukcije s dijaloškim i evaluativnim diskursom te potvrđuju korisnost korpusnih metapodataka kao metodološkog alata u istraživanju pragmatičkih konstrukcija.

Ključne riječi: frazemske konstrukcije, pragmatičke konstrukcije, evaluativni obrasci, etički dativ, korpusni metapodaci

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Corpus metadata in the identification of pragmatic constructions: The case of the evaluative pattern *to ti je X*

Phraseme constructions are a type of linguistic pattern that can be described within Construction Grammar as conventionalized pairings of form and meaning with a partially fixed structure and open lexical slots (Goldberg 2006, Mellado Blanco 2022). This combination of stable elements and variable components makes them methodologically challenging for corpus-based research. Although previous studies have shown that open slots in constructions are often subject to certain semantic or lexical constraints (Filipović Petrović & Barčot 2025), they remain sufficiently unpredictable for many constructions to escape systematic retrieval in corpora. Nevertheless, constructions typically contain stable elements, so-called anchors, which enable their identification in corpora and provide a starting point for analysis.

A particular methodological problem arises when such anchors consist of highly frequent words or general syntactic patterns. In such cases, corpus queries often yield tens of thousands of results, many of which represent accidental word combinations that do not form part of a conventionalized pattern. This study therefore starts from the assumption that corpus metadata, such as genre and thematic annotation, can serve as a heuristic for identifying pragmatic constructions and their discourse functions.

As a case study, the paper examines the pattern *to ti je X* (e.g. *to ti je vrhunsko vino* ‘that’s an excellent wine’) in contemporary Croatian. In this pattern, the dative clitic *ti* functions as an ethical dative that is not part of the verb’s valency but serves to involve the interlocutor and signal the speaker’s perspective. Such usage can be related to processes of subjectification, that is, the development of meanings that encode the speaker’s stance (Traugott 2010: 29). Since evaluative expressions in discourse often tend to recur and form chains of related expressions that create a shared evaluative framework in communication (Stanojević & Šarić 2025), it can be assumed that such patterns may gradually conventionalize into more stable discourse formulas or constructions.

The empirical analysis is based on the new generation of the thematically annotated CLASSLA-web.hr corpus. A search for the expression *to ti je* yields more than 27,000 occurrences, illustrating the difficulty of identifying the construction in corpus data. The paper demonstrates how analysing the distribution across genres, thematic domains, and typical collocations makes it possible to isolate pragmatically relevant contexts and formulate a hypothesis about the function of the pattern. The results point to a strong association between the construction and dialogic and evaluative discourse and confirm the usefulness of corpus metadata as a methodological tool in the study of pragmatic constructions.

Key words: phraseme constructions, pragmatic constructions, evaluative patterns, ethical dative, corpus metadata

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ChatGPT-assisted revision in EFL writing: Impacts on performance, anxiety, and self-efficacy

The rapid emergence of generative AI tools has transformed language education, particularly within the domain of second language (L2) writing. Among these technologies, ChatGPT—a large language model capable of producing human-like text—has demonstrated significant potential not merely as a mechanical grammar corrector, but as a sophisticated revision assistant that fosters deeper learner engagement. This study investigates the pedagogical potential of ChatGPT in enhancing revision strategies and promoting writing awareness among English as a Foreign Language (EFL) learners. Grounded in socio-cognitive theory and feedback theory, a quasi-experimental mixed-methods design was employed, involving 50 intermediate-level university students. Participants were divided into two distinct groups: an experimental group (n = 26) that utilized ChatGPT for real-time writing feedback, and a control group (n = 24) that engaged in traditional peer review activities. The core intervention

focused on implementing these distinct feedback strategies over a designated period. The findings revealed notable differences across several key dimensions of writing development. ChatGPT was found to be particularly effective in improving textual coherence, organizational structure, and stylistic development. However, contrary to initial expectations, the control group exhibited a significantly greater increase in writing self-efficacy in the immediate post-test compared to the experimental group. In terms of writing outcomes, both immediate and delayed post-tests demonstrated statistically significant performance differences between the two groups. While ChatGPT facilitated more frequent opportunities for idea development and error correction, it did not produce the anticipated gains in learners' self-efficacy or reductions in writing anxiety. Despite these findings, the integration of ChatGPT into writing pedagogy offers considerable pedagogical value, enriching the learning environment for L2 learners. This study provides valuable insights into the instructional use of AI tools and suggests promising directions for future research. Its adaptable nature makes it a viable resource for differentiated instruction, allowing educators to tailor support based on individual learners' proficiency and needs.

Key words: ChatGPT, anxiety, self-efficacy

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Hedging and argumentative quality in ESP student writing

Hedging is a key pragmatic and interpersonal strategy in academic writing, allowing writers to mitigate claims, express uncertainty, and regulate writer's epistemic commitment to the propositional content. While hedging has been widely examined within academic discourse (e.g., Hyland 1997, 2005), considerably less attention has been devoted to how its functional distribution correlates with essay quality in undergraduate English for Specific Purposes (ESP) argumentative writing (Hinkel 2005). This study investigates the pragmatic functions of hedging devices in argumentative essays written by university ESP students, examining their distribution across essay sections and their impact on argumentative force.

Drawing on interactional metadiscourse framework and research on stance and epistemic modality (Hunston & Thompson 2000), the study conceptualizes hedging not merely as mitigation but as a rhetorical resource for negotiating knowledge claims, positioning the writer, and engaging alternative viewpoints. Three hypotheses guide the research: (H1) higher-rated essays demonstrate more systematic functional distribution of hedges across rhetorical sections; (H2) lower-rated essays exhibit limited hedge diversity and weaker

functional alignment; and (H3) lexical and strategic hedges are positively associated with argumentative coherence and quality of a text.

A corpus of 90 essays was analysed using AI-assisted identification of hedges, followed by manual verification to ensure coding accuracy. Hedges were classified by type (modal verbs, epistemic adverbs, lexical verbs, phrasal/clausal structures, approximators), pragmatic function, and rhetorical location (introduction, claim development, counterargument, conclusion).

Results indicate that higher-rated essays show significantly greater hedge diversity, particularly lexical verbs (e.g., argue, suggest, highlight) and concessive clausal structures. These are strategically concentrated in counterargument sections. In contrast, lower-rated essays rely predominantly on modal verbs and display limited dialogic positioning. The findings suggest that argumentative quality correlates less with hedge frequency than with functional integration and rhetorical placement of hedging devices.

Findings of the study could provide insights into ESP writing pedagogy, highlighting how strategic hedging contributes to argumentative competence and guiding teachers in helping students strengthen their academic arguments.

Key words: hedging, argumentative writing, metadiscourse, ESP writing

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Izričajna i percipirana fluentnost u hrvatskom kao J2

Fluentnost u stranom jeziku često se smatra jednim od ključnih pokazatelja komunikacijske kompetencije te podrazumijeva usklađenost motoričke izvedbe govora i kognitivnih procesa (Kovač 2020). U literaturi se fluentnost operacionalizira na različite načine. Norman Segalowitz (2010) razlikuje izričajnu, kognitivnu i percipiranu fluentnost, naglašavajući da

fluentnost odražava ritmičku organizaciju govora koja slušatelju olakšava praćenje poruke. Dosadašnja istraživanja upućuju na to da brzina čitanja (broj riječi u jedinici vremena) pozitivno korelira s razumijevanjem pročitana jer kraće vrijeme dekodiranja ostavlja više kognitivnih resursa za obradu sadržaja. Također, Horga i Liker (2016) ističu količinu govora u jedinici vremena kao pokazatelj govornikove vremenske učinkovitosti.

U ovom radu istražuje se odnos između vremena čitanja i percipirane fluentnosti kod neizvornih govornika hrvatskoga kao inoga jezika (J2). Analiziraju se snimke čitanja kraćega teksta na hrvatskom jeziku (N = 117) govornika različitih jezika na trima razinama jezične kompetencije: A2, B i C prema ZEROJ-u. Govor je snimljen neprofesionalnim snimačem u nestudijskim uvjetima kako bi se osigurala veća prirodnost izvedbe. Skupina izvornih govornika hrvatskoga jezika (N = 50) procijenit će percipiranu fluentnost na ljestvici od 1 do 7, pri čemu je sedam dojam izvrsne fluentnosti, dok je jedan pokazatelj nefluentnog čitanja. Hipoteza rada jest da postoji statistički značajna pozitivna korelacija između kraćega vremena čitanja i više razine percipirane fluentnosti, neovisno o razini jezične kompetencije.

Znanstveni doprinos istraživanja očituje se u empirijskom povezivanju objektivnog akustičkog pokazatelja (vremena čitanja) i subjektivne procjene nestručnih procjenitelja u kontekstu hrvatskoga kao J2, čime se doprinosi boljem razumijevanju odnosa između izričajne i percipirane fluentnosti te mogućnostima jednostavnijeg i mjerenja fluentnosti u nastavnoj i ispitnoj praksi vrednovanja jezičnih vještina.

Ključne riječi: izričajna fluentnost, vrijeme čitanja, percipirana fluentnost, hrvatski kao ini jezik

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Utterance and perceived fluency in Croatian as an L2

Fluency in a foreign language is often regarded as one of the key indicators of communicative competence and implies coordination between the motor execution of speech and cognitive processes (Kovač 2020). In the literature, fluency is operationalized in various ways. Norman Segalowitz (2010) distinguishes between utterance fluency, cognitive fluency, and perceived fluency, emphasizing that fluency reflects the rhythmic organization of speech that facilitates the listener's comprehension of the message.

Previous research suggests that reading speed (number of words per unit of time) positively correlates with reading comprehension, as shorter decoding time leaves more cognitive resources available for content processing. Furthermore, Horga and Liker (2016) identify the amount of speech produced per unit of time as an indicator of a speaker's temporal efficiency.

This study investigates the relationship between reading time and perceived fluency in non-native speakers of Croatian as a second language (L2). Recordings of a short text read aloud in Croatian (N = 117) by speakers of different first languages were analyzed across three proficiency levels: A2, B, and C according to the Common European Framework for Languages (CEFR). The speech was recorded using a non-professional recorder in non-studio conditions in order to ensure greater naturalness of performance. A group of native speakers of Croatian (N = 50) rated perceived fluency on a scale from 1 to 7, where 7 indicates an impression of excellent fluency and 1 indicates non-fluent reading.

The study hypothesizes that there is a statistically significant positive correlation between shorter reading time and a higher level of perceived fluency.

The scientific contribution of the study lies in the empirical linking of an objective acoustic measure (reading time) with subjective ratings by non-expert evaluators in the context of Croatian as an L2. The findings contribute to a better understanding of the relationship between utterance fluency and perceived fluency and to the development of simpler and more reliable approaches to assessing fluency in language teaching and proficiency evaluation contexts.

Key words: utterance fluency, reading time, perceived fluency, Croatian as a second language

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Rod i spol nekad i danas: od Retrograma do Mrežnika

Odnos između roda i spola može se promatrati kao gramatički, leksikografski, sociolingvistički i terminološki problem, a osim jezikoslovaca tom se temom bave sociolozi, antropolozi, psiholozi itd. Posljednjih godina nekoliko je jezikoslovnih radova posvećeno uglavnom sinkronijskome promatranju odnosa između roda i spola (npr. Lewis 2021, Hudeček 2024, 2025, Pišković 2018). Dijakronijsko proučavanje odnosa između roda i spola započeto je radovima Mihaljević (Mihaljević 2021, 2025), u kojima je težište bilo na analizi rječničke građe. U ovoj će se prezentaciji analizirati gramatike i donijeti neke nove spoznaje o dijakronijskoj promjeni značenja riječi *rod* i *spol* te o interferenciji značenja tih dviju riječi. Pristup će u ovoj prezentaciji biti terminološko-leksikografski i dijakronijski i sinkronijski. Dijakronijska se istraživanja temelje na bazi jezikoslovnih naziva u projektima

Retrodigitalizacija i interpretacija hrvatskih gramatika do ilirizma – RETROGRAM i *Portal hrvatskih gramatika*, a analizom će biti obuhvaćene gramatike pisane hrvatskim metajezikom u razdoblju od 17. do kraja 19. stoljeća, odnosno od *Gramatike talijanske ukratko* Jakova Mikalje, u kojoj su prvi put hrvatskim metajezikom imenovane gramatičke kategorije talijanskoga jezika, do *Gramatike i stilistike hrvatskoga ili srpskoga književnog jezika* Tome Maretića.

Sinkronijska istraživanja provedena za potrebe projekta *Hrvatski mrežni rječnik – Mrežnik 2.* faza temelje se na općim suvremenih hrvatskim korpusima (*Hrvatska jezična riznica*, *Hrvatski mrežni korpus* HrWaC, hrvatskim korpusima MaCoCu i Classla) te na *Jezikoslovnome korpusu* sastavljenome za potrebe projekta *Hrvatsko jezikoslovno nazivlje – Jena* i *Rodnome korpusu*, sastavljenome za potrebe projekta *Muško i žensko u hrvatskome jeziku*. Sinkronijska će se analiza provoditi s pomoću alata SketchEngine. Posebna će se pozornost posvetiti korpusnoj potvrdi novih značenja naziva *rod* i *spol*, pridjeva *spolni* i *rodni* te jezičnim savjetima povezanim s tim nazivima (*društveni rod*, *društveni spol*, *biološki rod*, *biološki spol*, *muški/ženski/nebinarni spol/rod*), koji će biti uključeni u rječnički članak u *Mrežniku*.

Dijakronijskim i sinkronijskim pristupom pokazat ćemo proces oblikovanja hrvatskih naziva: od pojedinačne prilagodbe latinskih naziva i istovrijednica za latinske i engleske nazive do postupnoga usustavljanja i prijedloga normiranja naziva u suvremenome hrvatskom jeziku.

Ključne riječi: rod, spol, *Retrogram*, *Mrežnik*

Gender and sex then and now: From Retrogram to Mrežnik

The relationship between gender (*rod*) and sex (*spol*) can be observed as a grammatical, lexicographical, sociolinguistic, and terminological problem, and in addition to linguists, this topic is explored by sociologists, anthropologists, psychologists, and others. In recent years, several linguistic papers have been dedicated primarily to the synchronic observation of the relationship between gender and sex (e.g., Hudeček 2024, Lewis 2021, 2025, Pišković 2011, 2018). The diachronic study of the relationship between gender and sex was initiated by the works of Mihaljević (Mihaljević 2021, 2025), in which the focus was on the analysis of historical dictionaries. This presentation will analyze grammars and bring new insights into the diachronic change in the meaning of the words *gender* and *sex*, as well as the interference of the meanings of these two words. The approach in this presentation will be terminological-lexicographical, as well as both diachronic and synchronic.

Diachronic research is based on the database of linguistic terms in the projects *Retro-digitization and Interpretation of Croatian Grammars up to the Illyrian Movement* (RETROGRAM) and the *Portal of Croatian Grammars*. The analysis will encompass grammars written in the Croatian metalanguage from the 17th to the end of the 19th century,

namely from Jakov Mikalja's *Gramatika talijanska ukratko (Italian Grammar in Brief)*, in which grammatical categories of the Italian language were named in the Croatian metalanguage for the first time, to Tomo Maretić's *Gramatika i stilistika hrvatskoga ili srpskoga književnog jezika (Grammar and Stylistics of the Croatian or Serbian Literary Language)*.

Synchronic research, conducted for the purposes of the *Croatian Web Dictionary – Mrežnik Phase 2* project, is based on general contemporary Croatian corpora (Croatian Language Repository, Croatian Web Corpus HrWaC, and the Croatian corpora MaCoCu and Classla), as well as on the *Linguistic Corpus* compiled for the *Croatian Linguistic Terminology – Jena* project and the Gender Corpus compiled for the *Male and Female in the Croatian Language* project. The analysis will be conducted using the Sketch Engine tool. Special attention will be paid to the corpus confirmation of new meanings of the terms *gender* and *sex*, the adjectives *sexual (spolni)* and *gender-related (rodni)*, and language advice related to these terms (social gender, social sex, biological gender, biological sex, male/female/non-binary sex/gender), which will be included in the dictionary entry in *Mrežnik*.

Through a diachronic and synchronic approach, we will demonstrate the process of shaping Croatian terms: from the individual adaptation of Latin terms and equivalents for Latin and English terms to the gradual systematization and proposals for the standardization of terms in the contemporary standard Croatian language.

Key words: sex, gender, *Retrogram*, *Mrežnik*

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Napomene kao dio rječničke mikrostrukture – primjer Rječnika za nasljedne i neizvorne govornike hrvatskoga jezika i Rječnika dubrovačkog govora

Napomene su neobvezni dio rječničke mikrostrukture koji se u njoj češće pojavljuje pojavom rječničkih portala, odnosno razvojem mrežne leksikografije. Poticaj za ovo izlaganje te za rješenja koja će se u njemu prikazati bilo je izlaganje Bena Zimmera, koji je održao pozvano predavanje *Defining the Digital Dictionary: How to Build More Useful Online Lexical References* na konferenciji *elex 2017*, u kojemu su izneseni rezultati istraživanja koje je pokazalo da se pozornost (pogled) korisnika rječnika zaustavlja na napomeni prije nego na ostalim dijelovima rječničkoga članka. U izlaganju će biti govora o napomenama u dvama rječnicima, *Rječniku za nasljedne i neizvorne govornike hrvatskoga jezika* (RNNG, 2025.) i *Rječniku dubrovačkog*

govora (RDG, u izradi). Prije unošenja napomena u RNNG provedeno je nekoliko radionica s polaznicima Croaticuma kako bi se ispitale njihove potrebe te rječnički članci prilagodili tim potrebama. Zaključeno je da će se u rječnik unositi napomene kako bi se odgovorilo na zahtjev korisnika o bržoj dostupnosti različitih kategorija gramatičkih i pragmatičkih podataka. Predviđene su radionice na kojima će se prikupiti povratne informacije korisnika o RNNG-u te osobito o napomenama kao inovativnom dijelu strukture rječnika za osobe koje uče jezik kao ini. U izlaganju se dakle, prikazuje tijek: početne pretpostavke o korisničkim potrebama – provjera početnih pretpostavka s budućim korisnicima i stručnjacima u poučavanju hrvatskoga kao inoga jezika – oblikovanje dobivenih povratnih informacija u niz usustavljenih napomena – dobivanje povratne informacije od korisnika. I u RDG-u napomena je veoma važan dio rječničke mikrostrukture. Dijakronijska sastavnica toga digitalnoga i korpusom vođenoga rječnika u rječničkome je članku prikazana putem primjera u dijakronijskoj osi od 16. do 21. st. Katkad digitalni korpus sastavljen za izradu RDG-a ne nudi primjer u kojemu se potvrđuje natuknica ili se ona ne pronalazi u svim očekivanim presjecima spomenutoga razdoblja. U tome se slučaju konzultira nedigitalni dio korpusa: rukopisni tekstovi, glasovni zapisi itd. Napomena je mjesto na kojemu se o tome razlaže. U tome polju uredništvo ima priliku iskazati kritičko mišljenje, katkad i pitanje. Naime, leksikologija nema sve odgovore, leksik predstavlja otvoren popis monema i njegov opis podrazumijeva izvanjezična znanja. Svi se ti podatci iskazuju u napomeni bez koje bi taj rječnik bio nepotpun.

Ključne riječi: *Rječnik za nasljedne i neizvorne govornike hrvatskoga jezika, Rječnik dubrovačkoga govora, napomene, rječnička mikrostruktura, korisnik rječnika*

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Notes as a component of dictionary microstructure – the example of the *Dictionary for Heritage and Non-Native Speakers of Croatian* and the *Dictionary of the Dubrovnik Dialect*

Notes are an optional component of dictionary microstructure that have become increasingly prominent with the rise of dictionary portals and the development of online lexicography. This presentation examines the role and function of notes in two Croatian lexicographic projects: the *Dictionary for Heritage and Non-Native Speakers of Croatian* (RNNG 2025) and the *Dictionary of the Dubrovnik Dialect* (RDG, in preparation). The impetus for introducing and systematically developing notes arose from research indicating that dictionary users' visual attention tends to focus on notes before other parts of an entry, highlighting their potential as an efficient carrier of relevant information.

Before incorporating notes into the RNNG, a series of workshops was conducted with participants from Croaticum in order to identify user needs and adapt dictionary entries accordingly. The findings showed that users require quicker and clearer access to grammatical and pragmatic information. Consequently, notes were introduced as a structured and systematized element designed to respond directly to these expectations. Further workshops are planned to collect feedback on the RNNG, particularly regarding notes as an innovative feature in a learner-oriented dictionary of Croatian as a foreign language. The presentation outlines the following process: initial assumptions about user needs; verification of these assumptions with prospective users and specialists in teaching Croatian as a foreign language; the transformation of collected feedback into a coherent system of notes; and subsequent evaluation by users.

In the RDG, notes also represent a crucial microstructural element. This digital, corpus-driven dictionary integrates a diachronic perspective, presenting examples along a chronological axis from the sixteenth to the twenty-first century. However, the digital corpus does not always provide attestations for every headword or for all expected historical stages. In such cases, non-digital sources—such as manuscript texts and audio recordings—are consulted. The note serves as the space in which such methodological issues are explained, and where editorial commentary, critical reflection, and open questions may be articulated. Given that the lexicon constitutes an open and evolving set whose description presupposes extralinguistic knowledge, notes play an essential role; without them, the dictionary would remain incomplete.

Key words: *Dictionary for Heritage and Non-Native Speakers of Croatian*, *Dictionary of the Dubrovnik Dialect*, notes, dictionary microstructure, dictionary user

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Methodological challenges in designing a multilingual database of collocations: Corpus-driven extraction of English equivalents

The present study outlines a corpus-contrastive investigation into Croatian-English collocations, expanding on the previous work into the existing *MetaKol* (Stojić & Matešić 2024, Košuta 2024, Brkić Bakarić et al. 2023) database of metaphorical collocations in the Croatian language. The theoretical framework of the present work adopts the phraseological approach (Nesselhauf 2004) to collocations, wherein collocations are described as typical and recurrent combinations of lexemes whose co-occurrence is predictable and of statistically significant frequency. Their varying degrees of idiomaticity found in different collocations (e.g. *black sheep*, *gather flowers*) position them on the continuum between free word combinations and idioms (Hausmann 1984). Despite their seemingly frequent occurrence across different languages, their inherently ambivalent nature renders them difficult to identify and describe within the field of applied linguistics. This research aims to add to their understanding by offering a cross-linguistic look at equivalent collocations in Croatian and English. With the aim to develop a multilingual digital dictionary, we employed search options such as *Word Sketch* and *Concordance* available in the online *Sketch Engine* platform in order to extract equivalent English collocations. The largest available English corpus (*enTenTen21*) was consulted to provide in-context uses for English collocations. Issues such as syntactic distance (e.g. Cro. *cijeli dan* vs. Eng. *whole day* or *entire day*), language-specific morphosyntactic properties (e.g. Cro. *ostatak dana* vs. Eng. *rest of the day*), and noise in collocate selection (e.g. corpus artifacts such as proper names, Cro. *otvoreni dan* vs. Eng. *Open Day*) were tackled through meticulous manual selection. Results also identified semantically incongruent collocations (e.g. Cro. *godina/ mjesec/ tjedan dana* vs. Eng. **year/ month/ week of days*) as well as partially congruent matches (e.g. Cro. *obiteljski čovjek* vs. Eng. *domestic man*). In conclusion, the corpus data were interpreted from the morphosyntactic and semantic aspects, underscoring manual evaluation as an indispensable tool to automated corpus extraction. This hybrid approach will not only mitigate challenges posed by cross-linguistic lexicography studies, but also advance future phraseological research into collocations by providing a framework for dealing with incongruities between different languages and cultures.

Key words: collocations, English, corpus-driven analysis, semantic incongruence, dictionary compilation

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Kolokacijska kompetencija hrvatskih govornika u engleskom jeziku inženjerstva okoliša

Kolokacijske veze među riječima specifične su za svaki pojedini jezik zbog čega neizvorni govornici često griješe u njihovoj upotrebi. Ta je činjenica bila poticaj za istraživanje receptivnog i produktivnog znanja imenskih, pridjevskih i glagolskih leksičkih kolokacija u engleskom jeziku inženjerstva okoliša kako bi se utvrdila kolokacijska kompetencija hrvatskih govornika. Istraživanje je provedeno među studentima inženjerstva okoliša na Geotehničkom fakultetu u Varaždinu kako bi se ustanovilo postoji li među ispitanicima značajna razlika između receptivnog i produktivnog znanja te koji je od triju navedenih tipova leksičkih kolokacija u engleskom jeziku inženjerstva okoliša ispitanicima najteži na receptivnoj i produktivnoj razini. Testiranje receptivnog znanja provedeno je pomoću testa s višestrukim izborom odgovora, dok je testiranje produktivnog znanja provedeno pomoću testa u kojem su ispitanici trebali nadopuniti riječ koja nedostaje. Analiza rezultata pokazala je puno bolje receptivno znanje ispitanika u odnosu na produktivno te da studenti diplomskog studija pokazuju bolje i receptivno i produktivno znanje u odnosu na studente prijediplomskog

studija. Istraživanjem je također utvrđeno da hrvatski govornici u engleskom jeziku inženjerstva okoliša najteže prepoznaju i upotrebljavaju pridjevske leksičke kolokacije.

Ključne riječi: kolokacija, kolokacijska kompetencija, receptivno znanje, produktivno znanje, engleski jezik

Croatian speakers' collocational competence in the English language of environmental engineering

Collocational links between words are language-specific, which is why non-native speakers often make mistakes in their usage. Therefore, we wanted to conduct research into Croatian speakers' receptive and productive knowledge of verbal, nominal and adjectival lexical collocations in order to determine their collocational competence in the English language of environmental engineering. The research was conducted among the students of environmental engineering at the Faculty of Geotechnical Engineering in Varaždin in order to find out whether there is a difference between the respondents' receptive and productive knowledge and which of the three types of lexical collocations in the English language of environmental engineering is the most difficult for Croatian speakers at the receptive and productive level. A multiple-choice test was used in order to test receptive knowledge and productive knowledge was tested by using a gap fill test. The analysis of the results showed that the respondents' receptive knowledge was much better than productive and that graduate students' receptive and productive knowledge was better in comparison to undergraduate students. The research also revealed that Croatian speakers have the most difficulty in recognising and using correct adjectival lexical collocations in the English language of environmental engineering.

Key words: collocation, collocational competence, receptive knowledge, productive knowledge, English language

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Strategies used by EFL learners to understand unfamiliar English accents

English functions as a lingua franca for speakers with different linguistic backgrounds in an increasingly international academic and professional environment. Accordingly, English as a Foreign Language (EFL) learners are regularly exposed to a variety of English accents,

including both native and non-native varieties. Although different accents exist in the real world, most of the time EFL instruction emphasizes standard accents in English and consequently, learners face numerous challenges.

This study investigates how EFL learners deal with unfamiliar accents and examines how their strategies facilitate listening comprehension and real-world communication. This research is designed as a qualitative phenomenological study and highlights the role of cognitive processing, strategic listening and learners' experience in speech perception (Bent & Bradlow 2003, Kennedy & Trofimovich 2008, Vandergrift 2007, Gass & Varonis 1984). It is based on psycholinguistic and second language listening theories. Data were collected through semi-structured interviews with thirty international EFL learners attending private English courses. In order to ensure diversity in linguistic backgrounds and previous exposure to English accents, participants were purposely selected. Learners' experiences with unfamiliar accents, perceived comprehension difficulties, and the strategies they employed to overcome these challenges were explored through interviews lasting 30–45 minutes each. Data were analyzed using thematic analysis based on Braun and Clarke's six-step framework. Findings demonstrate that phonological variation, speech rate, intonation, and rhythm that exist in unfamiliar accents challenge learners. Some accents were particularly difficult to process, especially those markedly different from standard varieties, including certain non-native accents. However, learners actively used both cognitive and metacognitive strategies, including inferencing from contextual cues, attention to prosodic features, and utilization of visual and gestural information. Sustained exposure to different accents, which reduces cognitive load and improves comprehension over time, emerged as a critical long-term adaptation strategy. Overall, this study illustrates how learners' strategic agency in navigating accent variability contributes to applied linguistics and second language listening research. Pedagogically, the findings emphasize the importance of integrating different accents and explicit listening strategy instruction into EFL curricula to improve learners' preparedness for worldwide communication, academic success, and professional interaction.

Key words: EFL learners, unfamiliar English accents, listening strategies, listening comprehension, accent variation

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Od konceptualizacije do prijevoda: kontrastivna korpusna analiza odabranih frazemskih konstrukcija

Polazeći od postavke da se u suvremenoj lingvistici jezik sve češće promatra kao dinamičan proces koji obuhvaća niz faza – od konceptualizacije i planiranja poruke do njezine konkretne realizacije u komunikacijskom činu, frazemske konstrukcije u tom kontekstu predstavljaju posebno zanimljivo područje istraživanja jer povezuju strukturne, semantičke, kognitivne i pragmatičke aspekte jezične uporabe, a istodobno postavljaju znatne izazove u međujezičnom prijenosu. U ovom se radu analiziraju odabrane frazemske konstrukcije izvorno iz njemačkog jezika izdvojene pomoću korpusnog alata Sketch Engine, s ciljem ispitivanja njihova konceptualnog utemeljenja i načina na koji se ta konceptualizacija odražava u prijevodnim rješenjima na hrvatski i srpski jezik. Polazi se od pretpostavke da frazemske konstrukcije, kao konvencionalizirani jezični obrasci, ne odražavaju samo leksičko-semantičke odnose, nego i dublje kognitivne strukture koje uvjetuju njihovu uporabu u konkretnim komunikacijskim situacijama. Kvalitativna i kontrastivna analiza obuhvaća usporedbu izvorne frazemske konstrukcije i njezinog prijevoda, pri čemu se posebna pozornost posvećuje stupnju očuvanja konceptualne strukture, semantičke prozirnosti i pragmatičke funkcije. Na temelju korpusnih primjera razmatra se u kojoj mjeri prijevodi slijede izvorni konceptualni model, a u kojoj se mjeri prilagođavaju ciljnome jeziku kroz funkcionalne ili kulturno uvjetovane ekvivalente.

Rad doprinosi raspravi o odnosu između jezika kao sustava i jezika kao kognitivno-komunikacijskog procesa te ukazuje na važnost korpusno utemeljenog pristupa u istraživanju frazemskih konstrukcija i prevođenja. Ujedno se nastoji pokazati da analiza frazemskih konstrukcija može poslužiti kao primjer složenog puta od konceptualizacije do jezične primjene. Istraženi korpus potječe iz COST-ove akcije PhraConRep – „Višejezični repozitorij srednjoeuropskih i istočnoeuropskih jezika“ (CA22115), koju podupire COST (Europska suradnja u znanosti i tehnologiji), u kojemu se frazemske konstrukcije istražuju iz kontrastivne perspektive. U okviru projekta polazi se od njemačkog jezika kao izvornog, a odgovarajuće se konstrukcije ili prijedlozi prijevoda navode i analiziraju u ciljnim jezicima.

Ključne riječi: frazemske konstrukcije, konceptualna struktura, njemački jezik, prijevodi, Sketch Engine

From conceptualization to translation: A contrastive corpus-based analysis of selected phraseological constructions

In contemporary linguistics, language is increasingly viewed as a dynamic process encompassing several stages, from the conceptualization and planning of a message to its realization in concrete communicative use. Within this framework, phrasal constructions constitute a particularly relevant area of study, as they link cognitive, semantic, and pragmatic aspects of language use while simultaneously posing significant challenges in translation. This paper analyzes selected phrasal constructions in German extracted using the corpus tool Sketch Engine, with the aim of examining their conceptual foundations and the ways in which these conceptualizations are reflected in translation solutions in Croatian and Serbian. The study is based on the assumption that phrasal construction, as conventionalized linguistic patterns, do not merely encode lexical-semantic relations but also reflect underlying cognitive structures that guide their use in specific communicative contexts. The analysis focuses on a comparison between source-language phrasal constructions and their translations, paying particular attention to the degree to which conceptual structure, semantic transparency, and pragmatic function are preserved. On the basis of corpus evidence, the paper explores to what extent translation solutions adhere to the original conceptual model and to what extent they adapt to the target language through functional or culturally motivated equivalents. By adopting a corpus-based approach, the paper contributes to the discussion on the relationship between language as a system and language as a cognitive and communicative process. Furthermore, it highlights the relevance of phrasal construction analysis for translation studies and demonstrates how phrasal constructions exemplify the complex trajectory from conceptualization to linguistic application. The corpus analyzed originates from the COST Action PhraConRep – A Multilingual Repository of Phrasem Constructions in Central and Eastern European Languages (CA22115), supported by COST (European Cooperation in Science and Technology), which explores phraseme constructions from a contrastive perspective. Within the project, German serves as the source language, while the corresponding constructions or translation proposals are presented and analyzed in the target languages.

Key words: phrasal constructions, conceptual structure, German, translation, Sketch Engine

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Effects of ADHD on additional language learning and use: Beliefs and additional language knowledge of multilingual individuals with ADHD in Poland

Research on Attention-Deficit/Hyperactivity Disorder (ADHD) in additional language acquisition is growing; yet, none of the existing studies has directly investigated the beliefs of individuals with ADHD about their additional language learning and use. The present study attempts to learn about the beliefs of individuals with ADHD about their additional language learning and use and knowledge of additional languages. Learning additional language processes of learners with specific learning difficulties from their own perspectives has not been frequently studied (Kormos 2020); however, this perspective is paramount to providing valuable insights for learner-centred teaching methodology. Although the study focuses on ADHD, it offers insights into the co-occurrence of neurodevelopmental conditions, such as Autism spectrum disorder (ASD) and dyslexia, and additional language acquisition in light of neurodiversity approaches and Education for All (UNESCO 2015).

The participants were 226 multilingual adults with ADHD with Polish L1. The data were collected via an online questionnaire with Likert-type statements. Data were analyzed using mixed models (GLMMs). The findings show that a) individuals with ADHD hold a neutral view of their additional language learning and use experiences; b) the hyperactivity/impulsivity ADHD presentation may positively affect additional language learning; and c) Autism spectrum disorder (ASD) or dyslexia has no impact on additional language knowledge in the context of ADHD. The discussion points to the importance of attention in additional language acquisition and the possible compensatory role of ADHD and ASD in the context of dyslexia and language learning.

Key words: ADHD, neurodevelopmental conditions, beliefs, additional language acquisition

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Komodifikacija jezika u kontekstu hrvatske zračne luke

Istraživanje polazi od pitanja kako se jezici vrednuju u suvremenom radnom okruženju zračne luke i što nam ta vrednovanja otkrivaju o odnosu jezika, tržišta i moći. U vremenu intenzivne mobilnosti i međunarodnih tokova jezici su postali ključan resurs rada, no njihova se vrijednost rijetko raspoređuje ravnomjerno (usp. Duchêne 2011). Zračna luka predstavlja specifičan prostor susreta lokalnih i globalnih komunikacijskih potreba, u kojem se jezične kompetencije istodobno promatraju kao praktična nužnost i kao tržišna prednost. Cilj istraživanja jest utvrditi kako se jezične kompetencije vrednuju u zračnoj luci te na koji način tržišna logika utječe na hijerarhiju jezika i raspodjelu jezičnih zahtjeva među radnim mjestima.

Teorijski okvir čine radovi Pierrea Bourdieua (1991), koji jezik promatra kao oblik kapitala, te Monike Heller (2003, 2010), koja je u svojim istraživanjima razvila koncept komodifikacije jezika. U kontekstu neoliberalne ekonomije jezični resursi kroz proces komodifikacije dobivaju tržišnu vrijednost i postaju oblik ekonomskog kapitala. Takav pristup jeziku podrazumijeva da se njegova vrijednost određuje u skladu s ekonomskim interesima institucija i zahtjevima tržišta rada. Duchêne (2011) na primjeru zračne luke u Zürichu pokazuje kako višejezičnost postaje tržišna vrijednost, ali istodobno može odražavati društvene nejednakosti jer institucije profitiraju od jezičnih kompetencija zaposlenika bez njihove stvarne novčane valorizacije. Polazeći od toga, zračna se luka promatra kao jezično tržište u kojem se jezik najprije konceptualizira kroz institucionalne zahtjeve, a potom konkretizira u svakodnevnoj komunikaciji s putnicima.

Korpus za analizu čine oglasi za posao objavljeni tijekom jedne godine te dva polustrukturirana intervjua sa zaposlenicima zadarske zračne luke. Analiza obuhvaća eksplicitne jezične zahtjeve (koji se jezici traže i za koje poslove) te iskustva zaposlenika u vezi s korištenjem jezičnih kompetencija u svakodnevnom radu. Rezultati upućuju na postojanje hijerarhije jezika u kojoj se pojedini jezici češće traže i povezuju s vidljivijim i komunikacijski intenzivnijim radnim mjestima, dok se drugi pojavljuju kao dodatna ili implicitna prednost. Rad pridonosi raspravi o komodifikaciji jezika u hrvatskom kontekstu te pokazuje kako tržišna logika oblikuje jezične odnose u suvremenom uslužnom sektoru.

Ključne riječi: komodifikacija jezika, zračna luka, višejezičnost

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The commodification of language in the context of a Croatian airport

This study examines how languages are valued in the contemporary workplace of an airport and what such valuations reveal about the relationship between language, the market, and power. In an era of intensified mobility and global flows, languages have become a key labour resource; however, their value is rarely distributed evenly (cf. Duchêne 2011). The airport represents a specific site where local and global communicative needs intersect, and where linguistic competences are perceived simultaneously as a practical necessity and a market advantage. The aim of the study is to explore how linguistic competences are evaluated within the airport context and how market logic shapes language hierarchies and the distribution of language requirements across different job positions.

The theoretical framework draws on Pierre Bourdieu's (1991) conception of language as a form of capital and on Monica Heller's (2003, 2010) work on the commodification of language. Within neoliberal economies, linguistic resources, through processes of commodification, acquire market value and are transformed into forms of economic capital. Such an approach implies that the value of language is determined in accordance with institutional economic interests and labour market demands. Building on Duchêne's (2011) analysis of Zurich Airport, which demonstrates how multilingualism can become a market asset while simultaneously reflecting social inequalities, this paper approaches the airport as a linguistic market. In this setting, language is first conceptualised through institutional requirements, such as job advertisements, and then realised in everyday communication with passengers.

The corpus consists of job advertisements published over a one-year period and two semi-structured interviews with employees of Zadar Airport. The analysis focuses on explicit language requirements (which languages are required and for which positions) as well as on employees' experiences of using linguistic competences in their daily work. The findings point to the existence of language hierarchies in which certain languages are more frequently required and associated with more visible and communication-intensive positions, while others appear only as an additional or implicit asset. The study contributes to discussions on

the commodification of language in the Croatian context and highlights how market logic shapes linguistic relations in the contemporary service sector.

Key words: language commodification, airport, multilingualism

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Dvosmislenost, relevantnost i čitateljska znatiželja: (kognitivno)pragmatičko „čitanje“ novinskih naslova¹

Postoje različite vrste novinskih naslova, čija su sadržajna i formalna obilježja uvjetovana raznim čimbenicima poput profila glasila, medija u kojem se objavljuje (tisak i/ili internet), ciljne publike, modela poslovanja i dr. Njihove se funkcije ugrubo dijele u dvije glavne kategorije: semantičku (informiranje čitatelja o sadržaju i prirodi članka) i pragmatičku (djelovanje na čitatelje u smislu pobuđivanja njihove pažnje i interesa za čitanje članka) (Iarovici i Amel 1989). Dok je u nekim slučajevima istaknutija semantička funkcija (npr. u „tradicionalnim“ novinskim naslovima), u drugima je pak naglasak na pragmatičkoj funkciji (npr. u senzacionalističkim i *clickbait* naslovima).

Ovaj rad posvećen je novinskim naslovima s naglašenom pragmatičkom funkcijom, s fokusom na primjerima u kojima se pobuđivanje čitateljske znatiželje zasniva na njihovoj gramatičkoj, semantičkoj ili pragmatičkoj dvosmislenosti. Polazeći od hipoteze da dvosmisleni naslovi nerijetko intencionalno navode čitatelje na pogrešnu interpretaciju (zanimljiviju, vjerojatniju i/ili relevantniju u odnosu na interpretaciju koja je u skladu sa sadržajem naslovljenoga članka), njihov je učinak dvojak: prvo pobuđuju, a potom iznevjeravaju očekivanja čitatelja. Upravo zbog toga pojedini stručnjaci takve naslove prepoznaju kao specifičnu vrstu *clickbaita*. Primjerice, Kate Scott (2023) ih svrstava u kategoriju *obmanjivih clickbaitova* (engl. *deceptive clickbaits*), koji se od *klasičnih clickbaitova* razlikuju po tome što svojom formom i sadržajem više nalikuju tradicionalnim naslovima, a to ih čini opasnim izvorom dezinformacija.

U radu je izložena kvalitativna analiza dvosmislenih naslova iz korpusa naslova izrađenoga za potrebe istraživanja (obuhvaća najčitanije naslove članaka objavljene u jednomjesečnom razdoblju na hrvatskim i srpskim novinskim portalima u rubrikama *Vijesti*, *Sport*, *Zabava* i *Kultura*, prema rang-listi 10 dnevno najčitanijih naslova na aplikaciji *Novine.hr* i *Novine.rs*). Analiza se zasniva na pragmatičkom tumačenju dvosmislenosti, Griceovu kooperacijskom

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principu i teoriji implikature (npr. Grice 1967) te postgrajsovskej kognitivnopragsmatičkoj teoriji relevantnosti Sperbera i Wilson (npr. 1995). Cilj je istraživanja: (1) utvrditi i predstaviti različite vrste dvosmislenosti i njihove funkcije u novinskim naslovima te (2) analizirati mehanizme prijenosa njihova smisla i pobuđivanja znatiželje iz grajsosvske i postgrajsovske perspektive. Pažnja se također posvećuje ulozi vizualnih sadržaja kao često presudnoga kontekstualnog čimbenika pri interpretaciji dvosmislenih naslova.

Ključne riječi: pragmatika, teorija relevantnosti, dvosmislenost, implikatura, novinski naslovi

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Ambiguity, relevance and reader curiosity: A (cognitive)pragmatic “reading” of news headlines

There are different types of news headlines, whose content-related and formal features are shaped by various factors such as the profile of the media outlet, the medium in which they are published (print and/or online), the target audience, the business model, and others. Their functions can be broadly divided into two main categories: a semantic function (informing readers about the content and nature of the article) and a pragmatic function (acting upon readers by capturing their attention and arousing interest in reading the article) (Iarovici & Amel 1989). While in some cases the semantic function is more prominent (e.g. in “traditional” news headlines), in others the emphasis is placed on the pragmatic function (e.g. in sensationalist and clickbait headlines).

This paper focuses on news headlines with a pronounced pragmatic function, with particular attention to cases in which the arousal of reader curiosity is based on grammatical, semantic, or pragmatic ambiguity. Starting from the hypothesis that ambiguous headlines often intentionally lead readers toward an incorrect interpretation—one that is more interesting, more likely, and/or more relevant than the interpretation consistent with the content of the article—their effect is twofold: they first raise and then betray readers’ expectations. For this reason, some scholars identify such headlines as a specific type of clickbait. For example, Kate

Scott (2023) categorizes them as *deceptive clickbait*, which, unlike classic clickbait, more closely resemble traditional headlines in both form and content, thus posing a potentially dangerous source of misinformation.

The paper presents a qualitative analysis of ambiguous headlines drawn from a corpus compiled for the purposes of this research. The corpus includes the most-read article headlines published over a one-month period on Croatian and Serbian news portals in the sections *News*, *Sports*, *Entertainment*, and *Culture*, based on daily rankings of the ten most-read headlines on the *Novine.br* and *Novine.rs* applications. The analysis is grounded in a pragmatic interpretation of ambiguity, Grice's Cooperative Principle and the theory of implicature (e.g. Grice 1967), as well as the post-Gricean cognitive-pragmatic relevance theory of Sperber and Wilson (1995). The aims of the study are: (1) to identify and present different types of ambiguity and their functions in news headlines, and (2) to analyse the mechanisms through which meaning is conveyed and curiosity is aroused from both Gricean and post-Gricean perspectives. Attention is also paid to the role of visual content as an often crucial contextual factor in the interpretation of ambiguous headlines.

Key words: pragmatics, relevance theory, ambiguity, implicature, news headlines

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Kad snijeg kiši, a gromovi padaju – meteorološki izrazi u turskom i hrvatskom

Domena meteorologije iskustveno je univerzalna domena te proučavanje jezičnih izraza za meteorološke pojave ima veliku važnost u poredbenim, kontrastivnim, primijenjenim i kognitivnolingvističkim istraživanjima. Iz toga je razloga pokrenut projekt *Meteorologikon – vrijeme u jeziku, misli i kulturi* (METEO-LEX; projekt Filozofskog fakulteta u Zagrebu koji financira Europska unija – NextGenerationEU), kojemu su ciljevi izgraditi računalnosemantičku bazu meteoroloških izraza u odabranim tipološki različitim jezicima, s fokusom na općejezične i svakodnevne izraze u domeni meteorologije te uspostaviti interdisciplinarni dijalog s drugim strukama u proučavanju domene meteorološkog vremena. U sklopu projekta, ova se studija fokusira na kontrastivnu analizu *verba meteorologica* i s njima povezanih meteoroloških izraza u dvama tipološki različitim i kulturološki udaljenim jezicima – turskom i hrvatskom. Slijedeći semantičkotipološke analize jezične raznolikosti u konceptualizaciji i jezičnom iskazivanju meteoroloških događaja (Eriksen i sur. 2012, Katunar 2023, Katunar i Simeon 2023) i oslanjajući se na Talmyevu podjelu jezika na V- i S-jezike (Meulleman i Paykin 2016) u studiji se meteorološki izrazi istražuju na temelju leksikografske

i korpusne analize dvaju jezika. U sintaktičko-semantičkom oblikovanju meteoroloških izraza u turskom i hrvatskom ističu se razlike:

- a) u kategorizaciji pojava iz domene meteorološkog vremena, počevši od hrv. *vrijeme* ‘1. kronološko; 2. meteorološko’, tur. *hava* ‘1. zrak; 2. nebo/atmosfera; 3. meteorološko vrijeme; 4. ambijent/okolina/atmosfera (u metaforičkom značenju); 5. držanje/stav/ponašanje; 6. stil; 7. šarm; 8. raspoloženje’,
- b) u kanonskom sintaktičkom tipu kojim se iskazuje meteorološki događaj, npr. hrv. *kiši* (predikatni tip), *pada kiša* (morfološki neistovjetni argumentno-predikatni tip), tur. *yağmur yağıyor* ‘dosl. kiša kiši’ (morfološki istovjetni argumentno-predikatni tip), ali usp. *kar yağıyor* ‘dosl. snijeg kiši’,
- c) značenjskim obilježjima kojima se profilira pojedini aspekt meteorološkog događaja, npr. hrv. *grom udara* (sila), tur. *yıldırım düşüyor* ‘grom udara; dosl. grom pada (putanja)’,
- d) u sintaktičko-semantičkom iskazivanju obilježja intenziteta i načina odvijanja događaja, pri čemu je u hrvatskom potvrđen veći inventar hiponimskih glagola kojima se intenzitet iskazuje (*pljuštati*, *rominjati* itd.), a u turskome veća učestalost sintagmi s modifikatorima, npr. *şiddetli yağmur yağıyor* ‘pljušti; dosl. kiši žestoka kiša’.

S obzirom na ciljeve projekta METEO-LEX, rezultati će se kontrastivnog istraživanja sagledati u okviru širih primjena u opisu domene meteorologije iz kognitivnolingvističke i računalnolingvističke perspektive.

Ključne riječi: kontrastivna analiza, meteorološki izrazi, turski, hrvatski

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When snow rains and thunder falls – weather expressions in Turkish and Croatian

The domain of meteorology can be viewed as an experientially universal domain of great importance for typological, cognitive linguistic, and applied linguistic research. For this reason, the project *Meteorologicon – Weather in Language, Thought and Culture* (METEO-LEX; at the University of Zagreb, Faculty of Humanities and Social Sciences; funded by the European Union – NextGenerationEU) was launched. Its aim is to develop a database of weather expressions in selected typologically diverse languages, with a focus on everyday weather expressions, and to establish an interdisciplinary dialogue with other fields in the study of the weather domain. Therefore, this study focuses on a contrastive analysis of *verba meteorologica* and related weather expressions in two typologically and culturally distinct languages – Turkish and Croatian. Following semantic typological analyses of cross-linguistic variation in the conceptualization and language structuring of weather events (Eriksen et al. 2012; Katunar 2023; Katunar & Simeon 2023), as well as Talmy's V- and S-language classification (Meulleman & Paykin 2016), the study investigates weather expressions based on a lexicographic and corpus analysis. The two languages show differences in:

- (a) the categorization of the weather domain, starting with Cro. *vrijeme* '1. time; 2. weather', Tur. *hava* '1. air; 2. sky/atmosphere; 3. weather; 4. atmosphere (figuratively); 5. aura; 6. style; 7. charm; 8. vibes, mood',
- (b) the canonical syntactic type used to express weather events, e.g., Cro. *kiši* (predicate type), *pada kiša* (split argument–predicate type), Tur. *yağmur yağıyor* 'lit. rain rains', (cognate type), but cf. *kar yağıyor* 'lit. snow rains',
- c) semantic features profiling a particular aspect of a weather event, e.g., Cro. *grom udara* 'thunder strikes (Force)', Tur. *yıldırım düşüyor* 'thunder strikes; lit. thunder falls (Path)',
- (d) the syntactic and lexical units denoting intensity and manner. In Croatian, a larger inventory of hyponym verbs expressing high or low intensity is attested (*pljuštati* 'to pour', *rominjati* 'to drizzle', etc.), whereas in Turkish intensity is typically expressed through constructions with modifiers, e.g., *şiddetli yağmur yağıyor* 'it is pouring rain, lit. rain rains severely'.

Within the METEO-LEX project, the contrastive analysis results will inform broader applications of cognitive and computational linguistic descriptions of the meteorological domain.

Key words: contrastive analysis, weather events, Turkish, Croatian

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Citius, Altius, Fortius, Oratorius: odlike epideiktčkog govorništva na zatvaranjima Olimpijskih igara (1992. – 2026.)

Olimpijske igre predstavljaju vrhunac globalnog sportskog spektakla, no svečanosti zatvaranja ne predstavljaju samo kraj natjecanja. One funkcioniraju kao manifestacije tijekom kojih se uspostavlja simbolički kontinuitet između povijesti, sadašnjosti i budućnosti predajom uloge domaćina, naglašavanjem univerzalnih vrijednosti zajedništva, mira i ljudske izvrsnosti te simboličkim gašenjem Olimpijske vatre. Govori održani na zatvaranjima OI u svijet šalju poruku o trenutnim društvenim izazovima, obnovi vrijednosti, moralnih vrlina te neizostavnog održavanja olimpijskog duha zbog čega su paradigmatički primjer suvremenog epideiktčkog govorništva.

Ovaj rad istražuje korpus govora na zatvaranjima 18 Olimpijskih igara u razdoblju od 1992. do 2026. godine, s naglaskom na njihovu epideiktčku funkciju. Primjenom retoričke analize (prožimanje *etos*, *patos* i *logos*), istražuju se postupci prilagodbe antičke tradicija pohvale zahtjevima suvremene masovne komunikacije. U radu se utvrđuju retoričke karakteristike ceremonijalnih govora u opisanom kontekstu s naglaskom na stilske i sadržajne promjene u analiziranom razdoblju. Posebna pozornost posvećuje se dijakronijskim, sadržajnim i stilskim promjenama koje nameću aktualni društveni i politički izazovi, ulozi govornika (18 domaćina i tri predsjednika MOO) te univerzalnim ciljem govora na zatvaranju. Analizom se utvrđuje kako epideiktčka forma, unatoč globalnim, tehnološkim i društvenim promjenama, ostaje temeljni postupak u stvaranju osjećaja univerzalne ljudskosti.

Ključne riječi: epideiktčko govorništvo, retorička analiza, olimpijski govori, ceremonija zatvaranja

Citius, Altius, Fortius, Oratorius: Characteristics of epideictic oratory in Olympic Games closing ceremonies (1992–2026)

The Olympic Games are a global sporting event, but their closing ceremonies serve as more than just the conclusion of a competition. They function as events that establish continuity between past, present, and future organizers through the handover process, the promotion of universal values, and the symbolic extinguishing of the Olympic flame. Speeches delivered at these ceremonies address current social challenges and moral virtues, serving as examples of modern epideictic oratory.

This paper analyzes a corpus of speeches from Olympic Games between 1992 and 2026, focusing on their epideictic function. Using rhetorical analysis (*ethos*, *pathos*, and *logos*), the research examines how the tradition of ceremonial praise is adapted to modern mass communication. The study identifies rhetorical characteristics within this context, focusing on changes in style and content over the analyzed period. Particular attention is given to shifts resulting from social and political challenges, the roles of the speakers, and the general purpose of the closing speech. The analysis shows how the epideictic form remains a primary method for establishing a sense of universal humanity despite technological and social changes.

Key words: epideictic oratory, rhetorical analysis, Olympic speeches, closing ceremony

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Konceptualna metafora u hrvatskom imunogenetičkom nazivlju: između kognitivnih modela i jezične norme

Imunogenetika je znanstvena disciplina koja proučava genetičku podlogu imunosnoga sustava, usredotočujući se na ulogu gena u kontroli imunosnog odgovora i prepoznavanju stranih tvari. Budući da su biokemijski procesi na razini gena i proteina nevidljivi i izrazito apstraktni, njezino je nazivlje u velikoj mjeri oblikovano snažnim konceptualnim metaforama, ponajprije metaforama sukoba, informacijskoga nadzora i prepoznavanja vlastita identiteta. Konceptualne metafore ključan su kognitivni alat koji te složene i dinamične interakcije čini spoznatljivima unutar znanstvene zajednice i omogućuje prijenos znanja (Mihaljević i Šarić 1996, van Rijn-van Tongeren 1997), stoga je metaforizacija u imunogenetici vrlo čest terminološki postupak.

Pri preuzimanju metaforičkih naziva oblikovanih u engleskome jeziku (primjerice *Toll-like receptors* i *antigen-presenting cells*) u hrvatski terminološki sustav, međutim, otvaraju se brojna normativna pitanja. U radu se polazi od pretpostavke da prijevodni metaforički nazivi u imunogenetici nisu usustavljeni i da su, pod utjecajem engleskih jezičnih modela, često neusklađeni s hrvatskom standardnojezičnom normom (Hudeček i Mihaljević 2012). Istraživanje je provedeno korpusnom i kontrastivnom analizom. Metodom korpusnoga jezikoslovlja pretraženi su znanstveni i stručni tekstovi iz imunogenetike: članci u znanstvenim i stručnim časopisima i doktorski radovi, sveučilišni udžbenici i terminološki rječnici iz stanične i molekularne imunologije, molekularne biologije i genetike. Metaforički su nazivi iz članaka i doktorskih radova izlučeni u jezičnom alatu *Sketch Engine*, a iz udžbenika i terminoloških rječnika pomoću kazala i popisa pokrata. Nazivi su podijeljeni u dvije temeljne

skupine: strukturne entitete (geni, proteini, receptori i stanice), koji se primarno konceptualiziraju putem domena osobe ili stroja, te procesne entitete (dinamička zbivanja i promjene), koji se oslanjaju na domene kretanja u prostoru ili obrade informacija (Vaz i Carvalho 1993). Provedena je kontrastivna analiza izlučenih naziva kako bi se istražilo preslikavanje metaforičkih i gramatičkih modela iz izvornoga jezika u ciljni jezik te odstupanja od standardnojezične norme.

Analiza znanstvenih i stručnih tekstova pokazala je znatnu terminološku neujednačenost i neusklađenost sa standardnojezičnom normom, što potvrđuje tezu da nekritičko preuzimanje engleskih metaforičkih i gramatičkih modela često narušava terminološku i standardnojezičnu sustavnost hrvatskoga medicinskog nazivlja. Predlažu se kriteriji za standardizaciju koji bi uzeli u obzir potrebu za očuvanjem kognitivne vrijednosti metafore radi terminološke preciznosti i dosljednosti u okviru hrvatske jezične norme.

Ključne riječi: imunogenetika, konceptualna metafora, hrvatska jezična norma, terminološka standardizacija

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Conceptual metaphor in Croatian immunogenetic terminology: Between cognitive models and the linguistic norm

Immunogenetics is a scientific discipline that examines the genetic basis of the immune system, focusing on the role of genes in controlling immune responses and recognising foreign substances. As biochemical processes at the level of genes and proteins are invisible and highly abstract, its terminology is largely shaped by powerful conceptual metaphors, primarily those of conflict, information surveillance, and self-identity recognition. Conceptual metaphors are a key cognitive tool that makes these complex and dynamic interactions comprehensible within the scientific community and enables the transfer of

knowledge (Mihaljević & Šarić 1996, van Rijn-van Tongeren 1997); therefore, metaphorisation is a very frequent terminological process in immunogenetics.

However, the adoption of metaphorical terms formed in English (e.g., *Toll-like receptors* and *antigen-presenting cells*) into the Croatian terminological system raises numerous normative issues. This paper proceeds from the assumption that translated metaphorical terms in immunogenetics are not systematised and that, under the influence of English linguistic models, they are often inconsistent with the Croatian standard language norm (Hudeček & Mihaljević 2012). The research was conducted using corpus and contrastive analysis. Using corpus linguistics methods, scientific and professional texts from the field of immunogenetics were examined, including articles in scientific and professional journals, doctoral dissertations, university textbooks, and terminological dictionaries in the fields of cellular and molecular immunology, molecular biology, and genetics. Metaphorical terms from articles and dissertations were extracted using the linguistic tool Sketch Engine, while terms from textbooks and dictionaries were identified through indexes and lists of abbreviations. The terms were divided into two main groups: structural entities (genes, proteins, receptors, and cells), which are primarily conceptualised through the domains of Person or Machine, and process entities (dynamic events and changes), which rely on the domains of Space Motion or Information Processing (Vaz & Carvalho 1993). A contrastive analysis of the extracted terms was conducted to investigate the mapping of metaphorical and grammatical models from the source language to the target language, as well as deviations from the standard language norm.

The analysis of scientific and professional texts revealed significant terminological inconsistency and non-compliance with the standard language norm, confirming the thesis that the uncritical adoption of English metaphorical and grammatical models often disrupts the terminological and linguistic systematicity of Croatian medical terminology. Criteria for standardisation are proposed that take into account the need to preserve the cognitive value of metaphors for the sake of terminological precision and consistency within the framework of the Croatian linguistic norm.

Key words: immunogenetics, conceptual metaphor, Croatian linguistic norm, terminological standardization

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Ovladavanje dubrovačkim frazemima u funkciji razvoja komunikacijske kompetencije

Učenje i usvajanje hrvatskoga kao stranoga jezika na početnom stupnju odnosi se na stjecanje komunikacijske kompetencije. Komunikacijska kompetencija obuhvaća sposobnost prikladne uporabe jezika u različitim komunikacijskim i kulturnim kontekstima (usp. Bagarić i Mihaljević Djigunović 2007). Učenje hrvatskoga kao inoga jezika ne svodi se isključivo na usvajanje gramatičkih pravila, nego podrazumijeva i postupno usvajanje jezika u njegovoj stvarnoj uporabi, odnosno govora i komunikacijskih obrazaca sredine u kojoj polaznik živi i uči hrvatski jezik. Postizanje određene razine komunikacijske kompetencije stoga bi trebao biti jedan od temeljnih ciljeva učenja i poučavanja jezika. U tom kontekstu nužno je ispitati poznavanje fraza dubrovačkoga govora ispitanika koji hrvatski jezik uče u formalnoj sredini (škole i centri za jezike), ali i usvajaju u (svakodnevnoj) komunikaciji s izvornim govornicima. U radu se predstavljaju rezultati kvantitativnoga istraživanja provedenoga među polaznicima koji uče hrvatski jezik kao ini na početnoj razini (A1) u Dubrovniku, a istodobno su, u svakodnevnom životu, izloženi jezičnim praksama lokalne zajednice. Cilj je istraživanja ispitati prepoznaju li i u kojoj mjeri usvajaju fraze iz dubrovačkoga govora, te koriste li ih češće od standardnih izraza naučenih iz udžbenika. Na temelju dobivenih rezultata analizirat će se odnos između standardnojezičnih izraza i lokalnih fraza stečenih kroz svakodnevnu interakciju u sredini učenja. U radu se polazi od hipoteze da će ispitanici češće birati lokalne fraze dubrovačkoga govora nego standardne izraze iz udžbenika, i to zbog njihove svakodnevne izloženosti lokalnoj govornoj praksi te veće komunikacijske učinkovitosti takvih izraza u stvarnim situacijama. Podaci su prikupljeni anketnim upitnikom koji obuhvaća standardne fraze preuzete iz odabranih udžbenika iz hrvatskoga jezika za strance za razinu A1 te njihove sinonimske parove karakteristične za dubrovački govor. Dobiveni rezultati pridonijet će razumijevanju početnoga usvajanja hrvatskoga kao inoga jezika u specifičnim sociolingvističkim okruženjima te otvoriti prostor za raspravu o tome treba li i kako lokalne idiome sustavnije uvrštavati u nastavu hrvatskoga kao inoga jezika.

Ključne riječi: dubrovački govor, hrvatski kao ini jezik, komunikacijska kompetencija, ovladavanje hrvatskim jezikom, učenje stranoga jezika

The acquisition of Dubrovnik phraseology as a component of communicative competence development

Learning and acquiring Croatian as a foreign language at the beginner level primarily involves the development of communicative competence. Communicative competence encompasses the ability to use language appropriately in different communicative and cultural contexts (cf. Bagarić & Mihaljević Djigunović 2007). Learning Croatian as a second/foreign language is not limited to the acquisition of grammatical rules; it also entails the gradual acquisition of language in its authentic use, that is, the speech and communicative patterns of the environment in which the learner lives and studies Croatian. Achieving a certain level of communicative competence should therefore be regarded as one of the fundamental goals of language learning and teaching.

In this context, it is necessary to examine the knowledge of Dubrovnik dialect phrases among learners who study Croatian in a formal setting (schools and language centers), but who also acquire the language through (everyday) communication with native speakers. The paper presents the results of a quantitative study conducted among learners studying Croatian as a foreign language at the beginner level (A1) in Dubrovnik, who are simultaneously exposed in their daily lives to the linguistic practices of the local community. The aim of the study is to examine whether learners recognize and to what extent they acquire phrases from the Dubrovnik dialect, and whether they use them more frequently than standard expressions learned from textbooks. Based on the results obtained, the relationship between standard language expressions and local phrases acquired through everyday interaction in the learning environment will be analyzed. The study is based on the hypothesis that participants will more frequently choose local Dubrovnik dialect phrases over standard textbook expressions, due to their daily exposure to local speech practices and the greater communicative effectiveness of such expressions in real-life situations. Data were collected using a questionnaire that included standard phrases taken from selected textbooks on the Croatian language for foreigners at level A1 and their synonymous pairs characteristic of Dubrovnik dialect. The results obtained will contribute to a better understanding of the initial acquisition of Croatian as a foreign language in specific sociolinguistic environments and will open space for discussion on whether and how local idioms should be more systematically incorporated into the teaching of Croatian as a foreign language.

Key words: Dubrovnik dialect, Croatian as a foreign language, communicative competence, Croatian language acquisition, foreign language learning

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Pridjevi između upotrebe i norme

U hrvatskoj se jezikoslovnoj literaturi, osobito u jezičnim priručnicima, često opisuju imenične kategorije kao pridjevne, pa se tako i kategorija određenosti, koja je od nekoliko njih najčešći uzrok razilaženja norme i upotrebe, tumači u morfologiji pridjeva, iako ona nije morfološka kategorija. U starocrkvenoslavenskom kategorija se određenosti izricala dvjema sklonidbenim vrstama – određenom i neodređenom, ali su u slavenskim jezicima prevladali oblici određene, dok je neodređena sklonidba ostala u tragovima. U hrvatskom se jeziku, osim naglasnih, sintaktičkih i značenjskih razlika određenih i neodređenih pridjeva, zadržala i morfološka razlika, koju hrvatske gramatike već stoljećima normiraju u oblicima nominalne i pronominalne sklonidbe. Razlikovanje tih dvaju sklonidbenih tipova odlika je višega stila pa se ustalilo mišljenje da se norma primjenjuje primjerice u književnim ili znanstvenim tekstovima, dok se u govornom ili administrativnom stilu odstupa od nje.

U radu će se dati povijesni, teorijski i praktični pregled opisa kategorije određenosti u hrvatskom jezikoslovlju s posebnim osvrtom na uporabnu normu iz korpusa Benešićeva *Rječnika hrvatskoga književnoga jezika od preporoda do I. G. Kovačića*, višesveščanoga povijesnoga rječnika u kojem se obrađuje jezik hrvatske književnosti u razdoblju od stotinjak godina. Korpus na kojem se *Rječnik* temelji obuhvaća jezičnu građu književnih djela hrvatskih kanonskih pisaca romantizma, realizma i moderne od sredine 19. do sredine 20. stoljeća. Na izabranim primjerima iz korpusa Benešićeva *Rječnika* pokazat će se koliko pisci u djelima pisanim biranim stilom slijede propise iz normativnih priručnika svoga vremena, to jest potvrđuje li se mišljenje da se kategorija određenosti u hrvatskom jeziku čuva u sklonidbenim uzorcima određenih i neodređenih pridjeva upravo u književnim tekstovima ili se ne čuva.

Ključne riječi: kategorija određenosti, hrvatski jezik, pridjevni vid, jezični priručnici, književni stil, Benešićev *Rječnik hrvatskoga književnoga jezika od preporoda do I. G. Kovačića*

Adjectives between usage and norm

In Croatian linguistic literature, especially in language manuals, noun categories are often described as adjectival, and so the category of definiteness, which is the most frequent cause of divergence between norm and usage, is interpreted in the morphology of adjectives, although it is not a morphological category. In Old Church Slavonic, the category of definiteness was expressed in two declension types – definite and indefinite, but in Slavic languages, definite forms prevailed, while indefinite declension remained in traces. In the Croatian language, in addition to the stress, syntactic and semantic differences between definite and indefinite adjectives, the morphological difference has also been preserved,

which Croatian grammarians have standardized for centuries in the forms of nominal and pronominal declension. The distinction between these two declension types is a characteristic of a higher style, so the opinion has become established that the norm is applied, for example, in literary or scientific texts, while in spoken or administrative style it is deviated from.

The paper will provide a historical, theoretical and practical overview of the description of the category of definiteness in Croatian linguistics, with a special focus on the usage norm from the corpus of Benešić's Dictionary of the Croatian Literary Language from the Renaissance to I. G. Kovačić, a multi-volume historical dictionary that covers the language of Croatian literature over a period of about a hundred years. The corpus on which the Dictionary is based includes the linguistic material of the literary works of Croatian canonical writers of Romanticism, Realism and Modernism from the mid-19th to the mid-20th century. Selected examples from the corpus of Benešić's Dictionary will show to what extent writers in works written in a chosen style follow the regulations from the normative manuals of their time, that is, whether the opinion that the category of definiteness in the Croatian language is preserved in the declension patterns of definite and indefinite adjectives in literary texts is confirmed or not.

Key words: category of definiteness, Croatian language, adjectival aspect, language manuals, literary style, Benešić's *Dictionary of the Croatian Literary Language from the Renaissance to I. G. Kovačić*

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Speed and breakdown fluency in German reading tasks: Evidence from repeated reading

Oral fluency is an indicator of second language (L2) proficiency, and understanding its underlying mechanisms is crucial for language teaching and assessment (Tavakoli et al. 2020). In this context, fluency can be analyzed in terms of cognitive fluency (CF) and utterance fluency (UF). CF refers to the efficiency of the speaker's cognitive processes that support fluent speech, while UF points to observable aspects of speech that reflect these processes, such as speech rate and hesitations (Segalowitz 2010). This distinction highlights how underlying linguistic knowledge contributes to fluent oral performance, including reading aloud.

Reading fluency, although central to proficient language use, has received comparatively less attention in temporal fluency research, which has predominantly focused on spontaneous speech. Using a multidimensional framework distinguishing speed and breakdown fluency,

the present study examines temporal aspects of reading in a German corpus. Repeated reading of the same passage enabled a comparison between initial and repeated performance. Speed fluency was measured as speech rate (syllables per second), while breakdown fluency was captured through filled pauses as indicators of processing load.

The findings reveal a significant increase in speech rate following repeated reading, indicating enhanced speed fluency. Simultaneously, filled pauses were substantially reduced, suggesting greater automatization during the second performance. A strong negative relationship between speech rate and filled pause production in the initial reading supports the interdependence of speed and breakdown fluency.

By applying a temporal fluency framework to reading tasks, the study extends fluency research beyond spontaneous speech and provides corpus-based evidence from German on the effects of task repetition. Linking CF and UF offers insights into how efficient speech processing shapes observable reading behavior, providing a basis for pedagogical strategies and reading task design aimed at developing L2 fluency.

Key words: reading fluency, speed fluency, breakdown fluency, filled pauses, repeated reading, cognitive fluency, utterance fluency

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Dissecting Gen Z and Gen Alpha slang in digital communication

As modern technology advances, so does the language we use on a daily basis, which especially affects children and teenagers. In exploring the language of Generation Alpha on TikTok, Putri et al. (2025) conclude that the widespread use of this social media site promotes multiculturalism and a certain erasure of linguistic boundaries. Their research demonstrates that Generation Alpha's language deviates from grammatical and communication norms, being characterized by distinct innovativeness, and a strong visual element. According to Damirjian (2025), slang serves teenagers and children either to

distinguish themselves from adults and establish their own identity, and it can also have a 'group-identifying function'. To gain a better insight into how slang is used in communication among children and teenagers, a study was conducted including a total of 136 teenagers aged 11 to 17. Due to several irregularities, nine participants had to be excluded, resulting in a total of 127 teenagers. The respondents were given an explanation of the study's purpose and they could withdraw at any time. The questionnaire was conducted using 'Google Forms'. The questions generally referred to their communication on social media and included, among other things, which apps they use the most and which slang words they use most frequently. In addition, they were asked to explain certain slang words that are used among younger generations, which they struggled with and provided various answers for. For instance, the respondents participating in this study gave several different meanings to the word 'skibidi'. Regarding the question about their most frequently used slang terms, the study showed that the most common words are 'slay', 'rizz', and 'sigma'. Interestingly, 34% of the respondents answered that they frequently use slang in their communication with teachers as well. By understanding the language of younger generations, we understand them better, bridge the generational communication gap, and prepare ourselves for future changes in the language.

Key words: slang, communication, social media

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Germanizmi u novinama „Zadarski list“ od 1994. do 2024. godine

Ulazak posuđenica iz njemačkog jezika u hrvatski jezik neprekidno traje već stoljećima. Utjecaj njemačkog jezika na hrvatski jezik ogleda se u različitim jezičnim razinama, a najveću zastupljenost možemo zamijetiti na leksičkoj razini jer je ona zbog svoje otvorenosti sklona različitim promjenama, pa tako i primanju elemenata iz drugih jezika. Proučavanjem utjecaja

njemačkog jezika na hrvatski bavili su se mnogi germanisti, koji su u svojim istraživanjima obuhvaćali hrvatski standardni jezik, dijalekte ili pojedine mjesne govore. Iako je pitanje germanizama u Hrvatskoj relativno dobro obrađeno, o germanizmima zadarskoga kraja ne postoji veliki broj znanstvenih radova. Cilj ovoga rada je prikazati zastupljenost i prilagodbe njemačkih posuđenica na morfološkoj i semantičkoj razini te porijeklo germanizama. Težište istraživanja stavljeno je na zastupljenost i distribuciju germanizama, a kao podloga za istraživanje poslužile su nam dnevne novine „Zadarski list“ u razdoblju između 1994. i 2024. godine. Budući da je ovo istraživanje nastavak našeg ranijeg istraživanja njemačkih posuđenica u zadarskim dnevnim i tjednim novinama, željeli smo usporediti zastupljenost i učestalost posuđenica iz njemačkoga jezika u jednom širem vremenskom razdoblju. Za potrebe rada konzultiran je jednojezični mrežni rječnik njemačkog jezika Duden te tiskani rječnici stranih riječi. Promatramo li prostor sjeverne Dalmacije, koji geografski nije neposredno vezan uz zemlje njemačkog govornog područja, kao i činjenicu da su talijanski jezik i kultura zbog neposredne geografske blizine ostavili jači trag na jezik ovdašnjeg kraja, rezultati provedenog istraživanja pokazuju da je u analiziranim novinama, zastupljenost germanizama veoma značajna. U analiziranom korpusu prevladavaju imenice, a analiza pokazuje pravilnosti u prilagodbi njemačkih riječi hrvatskome jeziku. Prikupljeni bi korpus trebao poslužiti kao temelj novim istraživanjima kojima bi se utvrdila zastupljenost posuđenica iz njemačkoga jezika na širem sjevernodalmatinskom prostoru.

Ključne riječi: germanizmi, hrvatski jezik, njemački jezik, novine, zastupljenost, jezična prilagodba

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Germanisms in the newspaper “Zadarski list” from 1994 to 2024

German influence on the Croatian language has been going on for centuries. The influence of the German language on the Croatian language is reflected in various linguistic levels, and the greatest presence can be observed at the lexical level, because due to its openness it is prone to various changes, including the reception of elements from other languages. The study of the influence of the German language on Croatian has been the subject of study by many Germanists, who have included the Croatian standard language, dialects or individual local dialects in their research. Although the issue of Germanisms in Croatia has been

relatively well addressed, there are not a large number of scientific works on the Germanisms of the Zadar region. This paper shows the presence and use of loanwords taken from the German language with regard to the respective subject areas in specific volumes of the newspaper “Zadarski list”, as well as adaptations of German loanwords on morphological and semantic levels. As a basis for the research of germanisms we used a daily newspaper “Zadarski list”, published in the period between 1994 and 2024. Since this research is a continuation of our earlier research on German loanwords in Zadar daily and weekly newspapers, we wanted to compare the presence and frequency of loanwords from the German language over a wider period of time. For the purposes of the study, the monolingual online dictionary of the German language Duden and printed dictionaries of foreign words were consulted. If we look at the area of northern Dalmatia, which is not geographically directly connected to the German-speaking countries, as well as the fact that the Italian language and culture, due to its close geographical proximity, have left a stronger mark on the language of this region, the results of the research show that the presence of Germanisms in the analyzed newspapers is very significant. In the analyzed corpus, possessives predominate, and the analysis shows regularities in the adaptation of German words to the Croatian language. The collected corpus should serve as a basis for new research that would determine the presence of loanwords from the German language in the wider northern Dalmatian area.

Key words: germanisms, Croatian language, German language, newspapers, representation, language adaption

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When English meets content: Exploring language integration in CLIL

Content and Language Integrated Learning (CLIL) is a dual-focused approach that combines the teaching of a non-language subject with a foreign language, typically English (Nikula 2017). Language is central to CLIL (Ruiz de Zarobe & Querol-Julián 2025), requiring teachers to adopt dual roles as content and language instructors (Marsh et al. 2011). However, most CLIL teachers are trained in only one area— teaching either a non-linguistic subject or English as a foreign language (TEFL)—raising questions about the extent to which language is integrated in practice.

This qualitative case study addresses a research gap by exploring how two secondary school CLIL teachers (CLIL-Ts), each holding master’s degrees in both their subject area and

TEFL, implement dual-focused instruction. Data were collected via post-lesson self-reflection questionnaires and semi-structured interviews, and analyzed using Coyle et al.'s (2010) Language Triptych—*language of learning, language for learning, and language through learning*. This study examines how CLIL-Ts (1) embed English in content teaching, (2) draw on their TEFL knowledge, (3) navigate challenges in focusing on English, and (4) could enhance the integration of language in CLIL lessons.

Findings indicate that despite both content and English being consistently present in classroom practice, teaching is content-driven and language integration remains largely implicit. Language of learning is introduced through materials, resources, and presentations, but is not addressed explicitly. Language for learning receives limited planning and little attention is directed to language through learning. Although the participants demonstrate strong language awareness and confidence as TEFL teachers, they lack CLIL-specific guidance and are insecure how to translate their knowledge of TEFL into CLIL practice. Language-related challenges are mostly mitigated through translanguaging practices. This highlights the need to integrate language outcomes into lesson planning, develop teachers' knowledge of CLIL methodology, and design effective strategies for integrating language into content lessons. The study concludes that effective CLIL teaching requires CLIL-specific training, a reflective balance between content and language teaching, formal support, and a coherent national CLIL policy.

Key words: CLIL, Language Triptych, dual-focused instruction, CLIL teachers, EFL teachers

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Sveučilište u Zadru

Dancing body and conceptual metaphor in Croatian contemporary dance discourse: A small-scale corpus analysis

Since dance discourse is based on various conceptual structures and metaphorical linguistic expressions related to embodiment, the conceptual metaphor framework has proven to be an adequate basis for examining how the body is conceptualized in dance discourse (Katan-Schmid 2017, Brandt 2015, Goschler 2005). This study is grounded in the theoretical framework of conceptual metaphor theory and the assumption that the cognitive processes shaping perception, thought, and language emerge from bodily experience (Lakoff & Johnson 1980, Lakoff 1987, Kövecses 2005, 2020). The aim of this research is to provide an insight into conceptual metaphors with the body as the target domain in the context of contemporary dance discourse in Croatia. The analysis includes the identification of source domains that the dancing body is metaphorically mapped on, as well as the examination of how the dancing body is conceptualized within the dance performative context. In order to achieve the research aim, a relevant corpus was compiled using the Sketch Engine platform. Out of a total of 2,106 occurrences of the lemma *tijelo* ('body'), a representative sample of 350 instances (16.6%) was selected for a detailed analysis. Metaphorical patterns were examined in linguistic structures containing the target lemma *tijelo*, while *Hrvatski jezični portal* was consulted in order to verify meanings and confirm the metaphorical dimension of analysed expressions. The collected data were grouped into two categories representing two superordinate source domains. The first category includes conceptual metaphors in which the dancing body is understood as a material object, drawing on the following source domains: celestial body, sculpture, building, builder/architect, landscape, relief, map, and container. In the second category the dancing body is conceptualised as a means of expression and a dynamic medium, with source domains including language, communicator, cognitive-emotional subject, sound/rhythm, energy/force, water, and light. The findings indicate that the identified metaphors are largely aesthetically oriented and, as hypothesized, shaped by the specific context of contemporary dance discourse, thereby providing insight into the figurative dimensions of the conceptual frameworks through which the body is represented.

Key words: cognitive semantics, conceptual metaphor, dancing body, contemporary dance discourse

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Zaključavanje jezika i tempo govora

Kontrola jezika ključna je za razvoj razgovijetnog govora, kao i za vježbanje te govornu terapiju. Međutim, kretanje jezika tijekom govora iznimno je izazovno, jer je jezik mišićni hidrostati. Mišićni hidrostati nemaju kostur i u cijelosti su mišićne građe. Zbog toga imaju potencijalno neograničen broj stupnjeva slobode kretanja, koje je teško kontrolirati. Istraživači stoga pretpostavljaju da čovjek tijekom govora reducira broj stupnjeva slobode kretanja jezika na relativno malen broj temeljnih artikulacijskih uzoraka. Jedan od najčešće opisivanih je zaključavanje jezika (Gibbon i sur. 2007, Liu i sur. 2022). Zaključavanje jezika aktivna je mehanička potpora jeziku tijekom govora, pri čemu se jezik oslanja na čvrste strukture govornoga trakta. Dugo se pretpostavljalo da postoji samo jedna vrsta zaključavanja, ali nedavna su istraživanja pokazala da su barem dvije vrste – bočno i središnje zaključavanje (Liu i sur. 2022). Bočno zaključavanje oslanjanje je jezika na stražnje bočne dijelove nepca, što omogućuje jeziku veliku preciznost i kontrolu kretanja. No kada je to zaključavanje otežano ili onemogućeno, zamjenjuje ga središnje prednje zaključavanje, jer se pokazalo da jezik tijekom govora uvijek mora biti zaključan (Liu i sur. 2022). Iako su istraživanja pokazala da je koordinacija ove dvije vrste zaključavanja važna za govornu razabirljivost (Liker 2023), detalji te koordinacije, kao ni povezanost zaključavanja s drugim temeljnim govornim osobinama poput govorne brzine ili koartikulacije, još uvijek nisu rasvijetljeni. Zbog toga je cilj ovoga istraživanja po prvi puta istražiti odnos zaključavanja jezika i tempa govora. Budući

da istraživanja zaključavanja pri različitim brzinama govora do sada nisu provedena, pretpostavlja se da se karakteristike zaključavanja neće razlikovati u govoru različitih brzina. Za potrebe ovog istraživanja korišten je govorni korpus R-kor (Liker 2018). Govorni podatci snimani su akustički i elektropalatografski. Analiza je provedena na elektropalatografskim podacima jer je elektropalatografija jedina tehnika koja omogućuje izravan uvid u jezično-nepčanu interakciju. Trenutačno je analizirano petero ispitanika, a govorni materijal sastojao se od dvije brzalice. Brzalice su izgovorene u dva uvjeta: uobičajenim tempom i brzim tempom (maksimalni broj ponavljanja unutar 20 sekundi). Analiza je pokazala da govorni tempo ne utječe značajno na bočno zaključavanje, ali da je izrazit utjecaj na koordinaciju centralnog zaključavanja s bočnim.

Ključne riječi: fonetika, koartikulacija, zaključavanje jezika, tempo govora

Tongue bracing and speech tempo

Tongue movement control is essential for the development of intelligible speech, as well as for speech training and therapy. However, tongue movement during speech is extremely challenging, because the tongue is a muscular hydrostat. Muscle hydrostats do not have a skeleton and are almost entirely made of muscle. As a result, they have a potentially unlimited number of degrees of freedom of movement, which are difficult to control. Researchers therefore assume that humans reduce the number of degrees of freedom of tongue movement to a relatively small number of basic articulatory patterns during speech. One of the most commonly described such patterns is tongue bracing or locking (Gibbon et al. 2007, Liu et al. 2022). Tongue bracing is the active mechanical support of the tongue during speech, in which the tongue rests on the solid structures of the vocal tract. It was long assumed that there was only one type of bracing, but recent research has shown that there are at least two types – lateral and central bracing (Liu et al. 2022). Lateral bracing is a pattern where the tongue actively pushes against the posterior lateral parts of the palate, which allows the tongue to have great precision and control of movement. However, when this type of bracing is blocked, it is replaced by central bracing, because it has been shown that the tongue must always be braced during speech (Liu et al. 2022). Although research has shown that the coordination of these two types of bracing is important for speech intelligibility (Liker 2023), the details of this coordination, as well as the connection of bracing with other fundamental speech characteristics such as speech rate or coarticulation, still remain unknown. Therefore, the aim of this study is to investigate for the first time the relationship between tongue bracing and speech tempo. Since studies of bracing at different speech rates have not been conducted so far, it is assumed that the locking characteristic will not differ in speech at different speeds.

For the purposes of this study, the R-kor speech corpus (Liker 2018) was used. Speech data were recorded acoustically and electropalatographically. The analysis was conducted on electropalatographic data because electropalatography is the only technique that allows direct insight into the lingual-palatal interaction. Five subjects were currently analyzed, and the speech material consisted of two tongue twisters. The tongue twisters were pronounced in two conditions: at a normal pace and at a fast pace (maximum number of repetitions within 20 seconds). The analysis showed that speech tempo does not significantly affect lateral bracing, but that it has a pronounced effect on the coordination of central bracing with lateral bracing.

Key words: phonetics, coarticulation, tongue bracing, speech tempo

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Multimodalni kognitivni pristup u usvajanju frazema u stranom jeziku

Teorija dvostrukog kodiranja (Paivio 2006) polazi od pretpostavke da su usvajanje znanja i njegovo dugotrajno zadržavanje učinkovitiji kada se informacije istodobno predstavljaju putem verbalnoga (riječi i rečenice) i neverbalnoga kanala (slike i zvuk). Takav način prikaza sadržaja omogućuje oblikovanje jasnijih i bogatijih mentalnih predodžbi te pridonosi smanjenju kognitivnoga opterećenja tijekom procesa učenja. Sličan pristup razvija i Kognitivna teorija multimedijškoga učenja (Mayer 2009), koja naglašava važnost povezivanja verbalnih objašnjenja s vizualnim i interaktivnim elementima u digitalnim okružjima za učenje. Prikazivanje sadržaja u skladu s načinom na koji ljudski um obrađuje informacije pridonosi dubljem, smislenijem učenju i trajnijem pamćenju.

U okviru kognitivne lingvistike, Kövecses (2011) ističe da prepoznavanje kognitivne motivacije frazema olakšava njihovo razumijevanje i usvajanje jer učenici postaju svjesni konceptualnih obrazaca koji motiviraju figurativna značenja. Ipak, unatoč tim teorijskim spoznajama, multimodalni i kognitivno motivirani pristupi u poučavanju frazema još uvijek nisu dovoljno empirijski istraženi u kontekstu visokoga obrazovanja. Polazeći od navedenih pretpostavki, rad predstavlja Multimodalni kognitivni pristup (Multimodal Cognitive Approach – MCA) frazemima u učenju stranoga jezika. Taj pristup povezuje spoznaje kognitivne lingvistike s multimodalnim prikazima značenja frazema. Uz vizualne prikaze generirane pomoću suvremenih alata umjetne inteligencije, MCA umjesto pisanoga teksta koristi usmena objašnjenja značenja u obliku audiosnimki kako bi se izbjeglo dodatno opterećenje vizualnoga kanala.

Istraživanje ima dva cilja: (1) prikazati primjenu MCA pristupa na odabranim frazemima i ukazati na njegove pedagoške implikacije te (2) ispitati njegovu učinkovitost u usvajanju frazema u stranome jeziku u usporedbi s jednomodalnim pristupom (Single-Mode Approach – SMA), koji se temelji na definicijskom objašnjenju. Studentima će frazemi biti predstavljeni uporabom oba pristupa, nakon čega će se provesti neposredni i odgođeni post-testovi. Usvajanje frazema procjenjivat će se pomoću evaluacijskih listova koji uključuju zadatke razumijevanja njihova značenja.

Očekuje se da će rezultati istraživanja ponuditi empirijski utemeljene strategije za učinkovitije usvajanje i dugotrajnije pamćenje frazema. Prednost MCA pristupa očituje se u njegovu oslanjanju na suvremene spoznaje kognitivne lingvistike i teorija učenja, čime se otvara prostor za kvantitativno potkrijepljena istraživanja i razvoj metodološki utemeljenih modela koji povezuju teorijske postavke kognitivne lingvistike s konkretnim pedagoškim i leksikografskim rješenjima.

Ključne riječi: usvajanje frazema u stranome jeziku, kognitivna lingvistika, multimodalno učenje, visoko obrazovanje

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Multimodal cognitive approach to L2 idiom acquisition

Paivio's Dual Coding Theory (2006) assumes that knowledge acquisition and long-term retention are more effective when information is presented simultaneously through verbal (words and sentences) and non-verbal channels (images and sounds). Such multimodal presentation facilitates the formation of clearer and richer mental representations and reduces cognitive load during the learning process. A similar perspective is offered by Mayer's Cognitive Theory of Multimedia Learning (2009), which emphasizes the importance of combining verbal explanations with visual and interactive elements in digital learning environments. Presenting content in accordance with the way the human mind processes information supports deeper and more meaningful learning as well as longer-term retention. Within cognitive linguistics, Kövecses (2011) argues that recognizing the cognitive motivation underlying idioms facilitates their comprehension and acquisition, as learners become aware of the conceptual patterns that motivate figurative meanings. Despite these theoretical insights, multimodal and cognitively motivated approaches to idiom instruction

remain insufficiently empirically examined in higher education contexts. Building on these assumptions, this study introduces the Multimodal Cognitive Approach (MCA) to idiom learning in a foreign language. This approach integrates insights from cognitive linguistics with multimodal representations of idiomatic meaning. In addition to visual representations generated using contemporary AI tools, MCA employs audio-recorded explanations of idiomatic meanings instead of written textual explanations to avoid overloading the visual channel. The study has two main objectives: (1) to illustrate the application of the MCA approach through selected idioms and discuss its pedagogical implications, and (2) to examine its effectiveness in L2 idiom acquisition in comparison with a Single-Mode Approach (SMA) based on dictionary-style definitions. Students will be exposed to idioms using both instructional approaches, followed by an immediate and a delayed post-test. Idiom acquisition will be assessed through evaluation sheets containing tasks that test learners' comprehension of idiomatic meanings. The study aims to contribute empirically grounded insights into more effective strategies for idiom learning and long-term retention. By drawing on principles of cognitive linguistics and multimedia learning, the MCA approach may provide a methodological framework for quantitative research and for the development of pedagogically and lexicographically informed models of idiom representation.

Key words: L2 idiom acquisition, cognitive linguistics, multimodal learning, higher education

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Definicija kao pojmovno uokvirivanje – slučaj javne rasprave o femicidu

Iako se nomotehničkim postupkom pojam femicida u hrvatskoj pravnoj terminologiji već ustalio i postao integralnim dijelom pravne i sudske prakse kao „kazneno djelo femicida kao najekstremnijeg oblika kulminacije rodno uvjetovanog nasilja nad ženama” (Aljinović 2024: 307) te je u Kazneni zakon Republike Hrvatske uveden u travnju 2024. godine pod člankom 111a kao „teško ubojstvo ženske osobe”, zanimljivo je promatrati kako se razvijala njegova uporaba u komunikaciji u javnom prostoru te koji su lingvistički i analitičkodiskursni postupci bili prisutni u postupku pregovaranja njegova značenja i definicije.

U radu ćemo predstaviti rezultate analize javne rasprave unutar platforme e-savjetovanja o Nacrtu izmjena Kaznenog zakona koje je provedeno u rujnu i listopadu 2023. godine u kojem se raspravljalo o definiciji pojma 'femicid' kao i o perifrastičnoj konstrukciji 'rodno uvjetovano nasilje'. Cilj je rada ustanoviti moguće značenjske okvire koji dominiraju raspravom u smislu

kako se relativno apstraktan pojam kao ‘femicid’, no s vrlo praktičnim posljedicama, definira i primjenjuje unutar diskursa koji se razvija oko društveno relevantnih fenomena. Pri tome se oslanjamo na Entmanovu (1993: 52) definiciju okvira kao „odabira i istaknutosti informacija“ gdje upravo odabir leksema i pozadinskih informacija utječu na stvaranje mentalnih reprezentacija koje se potom pokreću određenom jezičnom operacijom, načelno govorenim ili pisanim jezičnim strukturama.

Korpus čini baza podataka podijeljena na dva potkorpusa; potkorpus predlagatelja i potkorpus koordinatora javne rasprave. Korpusnom analizom te baze u SketchEngineu uočile su se tendencije da se leksom ‘femicid’ uporablja selektivno, samo u određenoj skupini predlagatelja, kao i da postoji skup izraza koji uokviruje i promovira femicid kao zasebni tip kaznenog djela s vlastitim uzorcima ponašanja sudionika. Nađene su poveznice s raspravom o definiranju pojma ‘rodno uvjetovanog nasilja’ te ‘roda’ i ‘spola’, kao i njihove poveznice s javnom raspravom o tzv. Istanbulskoj deklaraciji.

Kako su neki eksperimenti usmjereni k detekciji okvira za pojam femicida uočili da se javljaju različite emocionalne reakcije u ovisnosti o uporabljenim leksičkim konstrukcijama (Schnepf i Christmann 2024), naš je cilj prepoznati i kako se ovaj odozgornji pristup, kada se kroz zakonodavnopравни okvir i njegovo definiranje može utjecati na uporabu i razumijevanje novoga pojma, reflektira u javnoj komunikaciji koja je često odraz stavova i emocija njezinih sudionika.

Ključne riječi: femicid, javna komunikacija, leksikalizacija, uokvirivanje

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Definition as conceptual framing – the case of public debate on femicide

The concept of femicide in Croatian legal terminology has already been established by the nomotechnical process and has become firmly embedded in both legal and judicial practice as “the criminal act of femicide as the most extreme form of the culmination of gender-based

violence against women” (Aljinović 2024: 307). It was introduced into the Criminal Code of the Republic of Croatia in April 2024 under Article 111a as “aggravated homicide of a female”, but it is interesting to observe how its usage has evolved in public communication and what linguistic and analytical-discourse procedures were present in the process of negotiating its meaning and definition.

In this paper, we will present the results of the analysis of the public debate within the e-consultation platform on the Draft Amendments to the Criminal Code, which was conducted in September and October 2023, in which the definition of the concept of ‘femicide’ and the periphrastic construction ‘gender-based violence’ were discussed. The aim of the paper is to establish possible semantic frameworks that dominate the discussion in terms of how a relatively abstract concept such as ‘femicide’, but with very practical consequences, is defined and applied within the discourse that develops around socially relevant phenomena. In doing so, we rely on Entman’s (1993: 52) definition of framework as “the selection and salience of information” where it is precisely the selection of lexemes and background information that influence the creation of mental representations that are then triggered by a linguistic operation, in principle spoken or written language structures.

The database is divided into two subcorpora: the proposers’ and the public debate coordinator’s subcorpus. A corpus analysis in SketchEngine revealed tendencies that the lexeme ‘femicide’ is used selectively, only in a certain group of proposers, as well as the existence of a set of expressions that frame and promote femicide as a separate type of criminal offense with its own patterns of participant behavior. Links were found with the debate on defining the terms ‘gender-based violence’ and ‘gender’ and ‘sex’, as well as their connections with the public debate on the Istanbul Convention.

As some experiments aimed at detecting the framework for the term ‘femicide’ have observed that different emotional reactions occur depending on the lexical constructions used (Schnepf & Christmann 2024), our goal is to recognize how this top-down approach is reflected in public communication, especially when the use and understanding of a new term can be influenced through the legislative framework and its definition, which is often a reflection of the attitudes and emotions of its participants.

Key words: femicide, public communication, lexicalization, framing

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Samoprocjena ovladavanja hrvatskim glasovima u hrvatskome kao inome jeziku: zapisivanje, izgovor i slušanje

Ovladavanje glasovnim sustavom inoga jezika uključuje međudjelovanje percepcije, produkcije i ortografske reprezentacije. U tome se procesu razvija i metajezična svjesnost o razlikovanju glasova i njihovu grafijskom ostvaraju, što je temelj uspješnoga zapisivanja, izgovora i slušnoga prepoznavanja. Iako su u hrvatskome kao inome jeziku istraživane teškoće u pisanju i izgovoru pojedinih glasova, manje je poznato kako učenici procjenjuju vlastitu uspješnost u različitim jezičnim djelatnostima te u kojoj su mjeri te procjene međusobno povezane. Cilj je istraživanja ispitati samoprocjenu zapisivanja glasova prema diktatu, izgovora tijekom čitanja i prepoznavanja glasova u slušanju kod studenata hrvatskoga kao inoga jezika. Polazi se od pretpostavke da će ispitanici kao zahtjevnije u svim trima djelatnostima navoditi iste ili fonološki bliske glasove, što upućuje na povezanost percepcijskih i produkcijskih poteškoća. Dodatno se pretpostavlja da će zapisivanje po diktatu biti procijenjeno kao najzahtjevnija djelatnost jer istodobno aktivira slušnu percepciju i ortografsku obradu. Istraživanje je provedeno anonimnom online anketom koja je uključivala pitanja o procjeni težine pojedinih glasova i skupina glasova te o relativnoj zahtjevnosti triju djelatnosti. Rezultati pokazuju visoku podudarnost u samoprocjenama: isti se glasovi percipiraju kao izazovni u zapisivanju, izgovoru i slušanju, dok se transparentniji i artikulacijski jednostavniji glasovi dosljedno procjenjuju lakima. Ispitanici najlakšim procjenjuju izgovor tijekom čitanja, a najzahtjevnijim zapisivanje po diktatu. Takva konzistentnost upućuje na stabilnu metajezičnu svjesnost o vlastitim fonološkim poteškoćama. Rezultati pridonose razumijevanju odnosa između percepcije, produkcije i ortografije u hrvatskome kao inome jeziku te upućuju na potrebu integriranoga poučavanja slušanja, izgovora i zapisivanja hrvatskih glasova.

Ključne riječi: hrvatski kao ini jezik, samoprocjena, zapisivanje po diktatu, izgovor, slušna percepcija

Self-assessment of the acquisition of Croatian sounds in Croatian as a foreign language: Writing, pronunciation, and listening

The acquisition of the sound system of a foreign language involves the interaction of perception, production, and orthographic representation. In this process, metalinguistic

awareness also develops regarding the distinction of sounds and their graphical realization, which forms the basis for successful writing, pronunciation, and phonological perception. Although difficulties in writing and pronouncing certain sounds have been studied in Croatian as a foreign language, less is known about how learners evaluate their own performance in different language skills and to what extent these self-assessments are interrelated. The aim of this study is to examine self-assessment of sound writing through dictation, pronunciation during reading, and sound recognition in listening among students of Croatian as a foreign language. It is assumed that participants will identify the same or phonologically similar sounds as challenging across all three skills, indicating a connection between perceptual and productive difficulties. Additionally, it is hypothesized that writing by dictation will be rated as the most demanding skill, as it simultaneously engages listening and orthographic processing. The study was conducted through an anonymous online survey that included questions about the perceived difficulty of individual sounds and groups of sounds, as well as the relative difficulty of the three skills. The results show a high consistency in self-assessments: the same sounds are perceived as challenging in writing, pronunciation, and listening, while more transparent and articulatorily simple sounds are consistently rated as easy. Participants rated pronunciation during reading as the easiest skill and writing by dictation as the most demanding. This consistency indicates stable metalinguistic awareness of their own phonological difficulties. The results contribute to understanding the relationship between perception, production, and orthography in Croatian as a foreign language and suggest the need for integrated teaching of listening, pronunciation, and the writing of Croatian sounds.

Key words: Croatian as a foreign language, self-assessment, dictation writing, pronunciation, phonological perception

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Opis i popis analoškoga pomicanja naglasaka prema početku riječi

Pomicanje uzlaznih naglasaka prema početku riječi kao posljedica jezične nesigurnosti pri standardnom izgovoru mehanizam je koji je vođen analogijom i naziva se hiperkorektnost. Nastaje, prema prvotnoj definiciji, kada govornik nastoji upotrebljavati jezične oblike višega društvenog statusa / prestižnijega varijeteta, pri čemu unosi netočne promjene u strukturu ili riječ (Labov 1966). Taj sociolingvistički fenomen nije, dakako, rezerviran samo za ortoepsku normu (Starčević i dr. 2019), a nije isključivo vezan ni za društveni status. Hiperkorektnost

ostvaraje zamjećujemo u formalnim komunikacijskim situacijama i kod obrazovanih govornika koji teže ostvariti propisani standard i visinski naglasni sustav, a dolaze iz područja s udarnim naglasnim sustavom. Riječ je, dakle, o pojavi koja nastaje kontaktom dvaju sustava. U tome se smislu može dijelom primijeniti i teorijski okvir jednak onome koji hiperkorektne ostvaraje analizira u usvajanju stranoga jezika (kao “nusproizvod”): nastaje radi pretjerane generalizacije te kada govornik pokušava oponašati prestižnu jezičnu varijantu (Eckman i dr. 2013). Hiperkorektni ostvaraji naglasaka na prefigiranim glagolima u procjenama se govornika ocjenjuju suvremenima, a ponegdje i pravilnima, naime govornici iz udarnoga sustava (u zapadnoj i sjevernoj regiji, nešto manje Zagreb i okolica) procijenili su pravilnima i standardno i hiperkorektno naglašene oblike glagola (Matešić i dr. 2025). Neutemeljeno pomicanje uzlaznih naglasaka prema početku riječi smatra se prije svega ono koje nije svojstveno kojemu organskome idiomu (primjerice u izgovoru glagolskih oblika), no u istraživanju opsega pojave i frekvencije presudna je činjenica je li svojstveno idiomima s kojima je govornik bio u kontaktu. Analoška pomicanja jezične su varijacije koje mogu postati pokretači jezičnih promjena pa ih je važno opisivati i pratiti. Cilj je ovoga rada popisati mjesta u sustavu (prilozi, imenice, pridjevi, glagoli) u kojima se javlja analoško pomicanje te kroz naglasnu tipologiju, prije svega glagola, prikazati sustavnost u analoškome (ne)pomicanju naglasaka prema kojoj se u budućim istraživanjima može ispitati i frekventnost i opseg pojave. Komparativnom analizom priručnika i ekscerpisanjem riječi na kojima se može ostvariti hiperkorektni pomak ponudit će se korpus za istraživanje naglasnih hiperkorekcija, uz teorijski i metodološki okvir. Takav popis nužan je za ciljano pretraživanje govorenih korpusa, za kreiranje upitnika u sociofonetskim istraživanjima te za učenje i poučavanje ortoepske norme.

Ključne riječi: hiperkorektnost, naglasak, analoško pomicanje naglasaka, udarni naglasni sustav, visinski naglasni sustav

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Description and inventory of analogical stress retraction toward the beginning of the word

The retraction of rising accents toward the beginning of the word, as a consequence of linguistic insecurity in standard pronunciation, is a mechanism driven by analogy and referred to as hypercorrection. According to its original definition, it arises when a speaker attempts to use linguistic forms associated with higher social status or a more prestigious variety, thereby introducing incorrect changes into the structure of the word (Labov 1966). This sociolinguistic phenomenon is, of course, not limited to the orthoepic norm (Starčević et al. 2019), nor is it exclusively tied to social status. Hypercorrect realizations are observed in formal communicative situations and among educated speakers who strive to achieve the prescribed standard and pitch-accent system, but who come from areas with a stress-accent system. It is therefore a phenomenon that arises from the contact of two systems. In this sense, the same theoretical framework used to analyze hypercorrection in second-language acquisition (as a “by-product”) can be partially applied: it emerges as a result of overgeneralization and when speakers attempt to imitate a prestigious linguistic variety (Eckman et al. 2013). Hypercorrect stress realizations in prefixed verbs are evaluated by speakers as contemporary and, in some cases, even as correct. Namely, speakers from stress-accent systems (in the western and northern regions, and somewhat less in Zagreb and its surroundings) have assessed both standard and hypercorrectly stressed verb forms as acceptable (Matešić et al. 2025). Unmotivated retraction of rising accents toward the beginning of the word is primarily understood as the one which is not characteristic of any organic idiom (for instance, in the pronunciation of verb forms). However, in examining the extent and frequency of the phenomenon, a crucial factor is whether it is characteristic of idioms with which the speaker has been in contact. Analogical retractions constitute a type of linguistic variation that may act as a driver of language change, which is why they must be described and systematically monitored. The scope of this paper is to identify positions within the system (adverbs, nouns, adjectives, verbs) in which analogical retraction occurs, and to demonstrate patterns in the (non-)retraction of stress through accentual typology, primarily of verbs. These patterns may serve as a basis for future research on the frequency and extent of the phenomenon. Through a comparative analysis of reference works and the extraction of lexical items that allow for hypercorrect retraction, this paper proposes a corpus for the investigation of stress-related hypercorrections, along with a theoretical and methodological framework. Such an inventory is essential for targeted searches of spoken corpora, the creation of questionnaires in sociophonetic research, and the teaching and learning of orthoepic norms.

Key words: hypercorrection, stress, analogical stress retraction, stress-accent system, pitch-accent system

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“Choir” rhymes with “fire”: An activity for English studies students to learn the English vowels

The 57 students enrolled in the course English Phonetics and Phonology of the English Studies degree at a Catalan university were asked to record themselves carrying out two different tasks. The first task consists of spontaneously describing two images, whereas the second implies reading aloud the children’s book “Stick Man” (2008). The main goal of these tasks is that they use their own recordings to learn about English phonemes and allophones, connected speech and intonation. However, the two tasks serve quite different functions, which imposes constraints on the desired characteristics of the fluency (in terms of speech rate and distribution of pauses) and the intonation (much more marked and with voices for the characters in the second task). This is why students were asked to carry out a number of activities on the tasks. The first activity is measuring the Mean-Syllables-per-Run (MSR), Rate of Speech Time (ROST) and Speech Time Ratio (STR) of the two audio files (Ginther et al. 2010). The students then must compare these measures and reflect on the fact that whereas high MSR (above 8 syllables per run) and speech rates of 3-4 syllables/second indicate good fluency in task 1, the measures in task 2 might be quite different. After all, the function of reading a children’s book is to entertain the children, so pause distribution and pace will adapt to this ultimate goal.

The other activity involves choosing one vocalic or consonantic phenomenon of the description that they fear they might be mispronouncing and to compare these pronunciations with the standard pronunciations found in the Dictionary Cambridge Online. Although this is only graded for the first task, students revisit this idea while reading the children’s book, because this is a story written in verse, with rhyming, so a word like “choir”, which many feel tempted to pronounce following its spelling, is pronounced correctly because they see it has to rhyme with “fire”, a word they all know how to pronounce. The last activity concerns the five tones in English, and in this case they have to isolate ten tone units that vary in terms of function and tone.

Key words: fluency, accuracy, intonation, mispronunciation

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Modalni glagoli: od konceptualizacije do primjene u engleskom jeziku struke

Modalni glagoli predstavljaju prototipna sredstva za izražavanje modalnosti u engleskome jeziku te se koriste za izražavanje značenja poput mogućnosti, vjerojatnosti, nužnosti, obveze i dopuštenja. Njihova je važnost osobito izražena u kontekstu poučavanja engleskoga jezika struke, budući da sve veći broj znanstvenika koji nisu izvorni govornici engleskoga jezika svoje radove piše i objavljuje upravo na engleskome jeziku. U tom je smislu ovladavanje modalnim glagolima ključno za precizno, odgovorno i akademski primjereno izražavanje u znanstvenom diskursu. U ovome radu ta će se važnost pokazati na konkretnom primjeru jedne vrste engleskog jezika struke – stručnog jezika u području psihologije. Polazi se od konceptualnog razumijevanja modalnosti kao jezičnog sredstva kojim se oblikuje odnos govornika prema iskazu, odnosno kojim se izražavaju stupnjevi uvjerenosti, obveze i dopuštenja. Poseban naglasak stavlja se na kognitivno-semantičku dimenziju modalnih glagola te na njihovu ulogu u oblikovanju profesionalnog i znanstvenog diskursa. Najprije se razmatra razlika između dva temeljna tipa modalnosti – epistemičke i deontičke modalnosti. Epistemička modalnost odnosi se na procjenu stupnja uvjerenosti ili vjerojatnosti određene tvrdnje te je osobito prisutna u znanstvenim radovima, gdje omogućuje oprezno interpretiranje rezultata istraživanja. Takva uporaba doprinosi objektivnosti i akademskoj suzdržanosti. Deontička modalnost, s druge strane, izražava obvezu, preporuku ili dopuštenje, što je ključno u formuliranju profesionalnih smjernica i etičkih načela u psihološkoj praksi. Oba tipa modalnosti analizirat će se kroz primjere iz tekstova znanstvenih članaka i dostupnih kliničkih izvještaja te primjere profesionalnih smjernica relevantnih organizacija, poput *American Psychological Association* (APA). Pokazuje se kako odabir određenog modalnog glagola može utjecati na interpretaciju rezultata, percepciju autoriteta i jasnoću preporuka. Cilj je rada istaknuti važnost povezivanja teorijskog razumijevanja modalnosti s njezinom praktičnom primjenom u stručnom engleskom jeziku psihologije. Razumijevanje značenjskih nijansi modalnih glagola doprinosi preciznijem, odgovornijem i profesionalno primjerenijem izražavanju u znanstvenom diskursu i kliničkom kontekstu.

Ključne riječi: modalni glagoli, epistemička i deontička modalnost, engleski jezik struke, psihologija, znanstveni diskurs

Modal verbs: From conceptualization to application in English for specific purposes

Modal verbs represent prototypical means of expressing modality in the English language and are used to convey meanings such as possibility, probability, necessity, obligation, and permission. Their importance is particularly evident in the context of teaching English for Specific Purposes (ESP), as an increasing number of scholars who are non-native speakers of English write and publish their research in English. In this respect, mastering modal verbs is essential for precise, responsible, and professionally appropriate communication in scientific discourse. This paper demonstrates this importance through a specific type of English for Specific Purposes, i.e. English for Psychology. The analysis is based on a conceptual understanding of modality as a linguistic resource through which the speaker's stance toward a proposition is shaped, that is, through which degrees of certainty, obligation, and permission are expressed. Special emphasis is placed on the cognitive-semantic dimension of modal verbs and their role in shaping professional and scientific discourse. The paper first examines the distinction between two fundamental types of modality: epistemic and deontic. Epistemic modality refers to the assessment of the degree of certainty or probability of a given claim and is particularly prevalent in scientific writing, where it allows for cautious interpretation of research findings. Such usage contributes to objectivity and academic restraint. Deontic modality, on the other hand, expresses obligation, recommendation, or permission, which is essential in the formulation of professional guidelines and ethical principles in psychological practice. Both types of modality are analyzed through examples drawn from research articles, available clinical reports, and professional guidelines issued by relevant organizations, such as the American Psychological Association (APA). The analysis demonstrates how the choice of a particular modal verb can influence the interpretation of results, the perception of authority, and the clarity of recommendations. The aim of this paper is to highlight the importance of linking the theoretical understanding of modality with its practical application in English for Psychology. Understanding the semantic nuances of modal verbs contributes to more precise, responsible, and professionally appropriate communication in scientific discourse and clinical contexts.

Key words: modal verbs, epistemic and deontic modality, English for Specific Purposes, psychology, scientific discourse

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Glazbeni ritam i čitalačka sposobnost u materinskom i drugom jeziku

Recentna hrvatska istraživanja praćenja pokreta oka (Cergol i Palmović 2024, Palmović i Cergol 2025) odgovaraju na pitanje koji je to istaknuti element u *pisanom* tekstu na koji pada pogled u fiksaciji prilikom čitanja *u sebi*. Usporedbom obrazaca pokreta oka pri čitanju dvaju ritmički vrlo različitih jezika – hrvatskog (slogovni ritam) i engleskog (vremenski ritam) (cf. Josipović Smojver 1999) – pokazalo se da se pogled zadržava na naglašenim slogovima više nego što bi to slijedilo iz same naglasne strukture teksta, a dosadašnje statističke usporedbe (Bayesov t-test, logistička regresija) upućuju na visoku vjerojatnost Hipoteze implicitne prozodije (Fodor 2002). Ključ je u povezivanju unutarnjeg glasa prisutnog tijekom aktivnosti čitanja *u sebi* i prozodijske strukture jezika za koju bi se očekivalo da je relevantna samo pri čitanju naglas. Na unutarnji se glas čitači oslanjaju više pri čitanju zahtjevnijeg teksta pa je u dvojezičnoj obradi vjerojatnost velika da će se on više aktivirati pri čitanju nematerinskog jezika u odnosu na materinski.

Nameće se prirodan nastavak interesne teme pri čemu se postavlja pitanje postoji li korelacija između ritmičke (u glazbenom smislu) sposobnosti čitatelja i njihove vještine u čitanju materinskog i drugog jezika, a koja će ovisiti o njihovoj vrsnosti u tom drugom jeziku. Kako bi se odgovorilo na navedeno pitanje provodi se mjerenje, trenutno u pilot fazi, sa sudionicima koji su govornici hrvatskog kao materinskog i engleskog kao drugog jezika. Sudionici pristupaju mjerenju ritmičke sposobnosti (PROMS test), testiranju engleskoga jezika (Oxford Placement Test) i temeljnom eksperimentu praćenja pokreta oka. Za eksperimentalni se podražaj koristi autentični narativni tekst u skladu s aktualnim nastojanjima u istraživanjima čitanja metodom praćenja pokreta oka da se postigne ekološka valjanost eksperimenta (uporaba autentičnog, eksperimentalno nemanipuliranog teksta). Za statističku analizu čitanja teksta provest će se linearno modeliranje i logistička regresija u kojoj bi varijable pokreta oka i rezultati testiranja predstavljali prediktore naglašenosti sloga. Očekuje se da će sudionici koji postižu bolje rezultate na testovima ritma postići veću tečnost u čitanju hrvatskog te – još izrazitije zbog aktiviranja unutarnjeg glasa – engleskog teksta.

Takvi rezultati implicirali bi da je razvoj vještine čitanja u engleskom kao drugom jeziku moguće pospješiti uvježbavanjem ritma.

Ključne riječi: praćenje pokreta oka, dvojezična obrada, glazbeni ritam, hrvatski, engleski

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Musical rhythm and reading skill in first and second language

Recent Croatian eye tracking studies (Cergol & Palmović 2024, Palmović & Cergol 2025) have looked for an element in the written text which may attract fixations in reading, more precisely silent reading. By comparing the patterns of bilinguals' eye movements in reading two rhythmically different languages – Croatian (syllable-timed) and English (stress-timed) (Josipović Smojver 1999) – it was shown that fixations fall onto the stressed syllabi more than it would follow from the rhythmical patterns of the texts. The statistical analyses that have so far been performed (Bayesian t-test, logistic regression) seem to support the Implicit Prosody Hypothesis (Fodor 2002). The key was to link the inner voice that is at work in the process of silent reading and the prosodic structure of the corresponding language. Inner voice is activated in the reading of cognitively demanding material; hence it is expected to be more prominent in the reading of L2 than in L1.

This finding invites the question of a possible correlation between the reader's musical rhythm aptitude and their L1 as well as L2 reading skill that will depend on the reader's L2 proficiency. To answer this research question (currently a pilot) study is underway, involving participants who are users of Croatian L1 and English L2. Their musical rhythm (PROMS test) and English language proficiency (Oxford Placement Test) will be tested. They will perform the eye tracking experiment. An authentic, experimentally non-manipulated narrative text will be used as experimental stimulus as this is in line with the current plea for ecological validity in the eye tracking field. Linear modelling and logistic regression will be performed using the eye tracking variables and test results as predictors of syllable stress. Participants who achieve better results on the tests of rhythmical aptitude are expected to achieve greater fluency in reading. This is expected to be more prominent in the reading of the English language due to inner voice activation. Such results would imply that the

development of the reading skill in English as a second language may be facilitated in learners by rhythm training.

Key words: eye tracking, bilingual processing, musical rhythm, Croatian, English

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Od semantike dna do pragmatike otpora: korpusna analiza stoljenice *dnovinar* u hrvatskom javnom diskursu

Fokus ovoga rada analiza je uporabe i funkcije stoljenice *dnovinar* i vezanih izvedenica kao relativno nove jezične pojavnosti, dominantno vezane za diskurs (putem) digitalnih medija te paradigmatkog primjera ekspresivne tvorbe koja ne služi (primarno) za imenovanje profesije, već kao, kako se analizom utvrdilo, snažno sredstvo društvene kritike no i delegitimizacije medijskog sustava. Stoljenu se prvo definira i klasificira po formalno-semantičkim kriterijima oslanjanjem na dosad predložene kriterije u domaćim (Bagić 2015, Marković 2016, Štebih Golub 2017) te međunarodnim radovima, uz posebni fokus na kognitivnolingvističke pristupe procesu leksičkog stapanja (Brdar-Szabó i Brdar 2008, Gries 2004).

Inicijalna pretraga pojma i njegovih izvedenica u korpusu MaCoCu Croatian Web v2 unutar Sketch Enginea poslužila je pri tom kao početna točka za uočavanje i odabir posebno produktivnih izvora (npr. domena forum.hr (i specifičnih podforuma), unutar kojih se analizom kolokacijske okoline tzv. *konstantnih kolokata* (Gabrielatos i Baker 2016) pratila uporaba stoljenice i njezinih izvedenica te razvoj njezine *diskursne prozodije* (ibid.) uz poseban fokus na specifične uočene i pretpostavljene vrhunce (*spikes*) u frekvenciji upotrebe u specifičnim periodima (npr. tijekom pandemije Covid-19) i odabranih društvenopolitičkih događaja (od 2024. do danas), što je omogućilo identifikaciju društvenih okidača i praćenje evolucije pragmatičkih učinaka izraza kao instrumenta *figurativnog uokviravanja* (Burgers i sur. 2016) društvenopolitičkih fenomena. U radu se predlaže i analizira evolucija i motivacija za kovanje stoljenice i njezinu upotrebu te učinke u niz svrha, od komentara na (rubnim) internetskim forumima i društvenim mrežama do njezine specifične uporabe u kolumnama ili naslovima etabliranih medija pri novinarskom korištenju autoviktimizacijski i/ili, kako je analizom utvrđeno i u inter-medijskim sukobima, pri čemu postaje i retorički alat unutar same struke, npr. kao sredstvo tzv. *gatekeepinga*.

Rad konačno nudi nekoliko analiza relevantnih uporaba oslanjanjem na *teoriju konceptualne integracije* (Fauconnier i Turner 2002) koju se predlaže kao najprikladniji teorijski okvir za analizu specifičnosti uočenih uporaba i funkcija ove stopljenice, uz osvrt na primjenjivost i korisnost uklapanja ostalih primjenjivih kognitivnolingvističkih konstrukata na različitim razinama shematičnosti, čije međudjelovanje zagovara Kövecses (2020) u svojoj *Proširenoj teoriji konceptualne metafore*, a predložene su kao ključne pri motivaciji kako *eufemizama*, tako i *disfemizama* kao što je dnovinar(stvo) (Gradečak Erdeljić i Milić 2011).

Ključne riječi: stopljenica, figurativno uokviravanje, teorija konceptualne integracije, disfemizam, konceptualna metafora

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From the semantics of the bottom to the pragmatics of resistance: A corpus analysis of the blend 'dnovinar' in Croatian public discourse

The paper focuses on the analysis of the use and function of the lexical blend *dnovinar* and its derivations as a relatively recent linguistic phenomenon, primarily associated with digital media discourse and representing a paradigmatic example of expressive word formation. Rather than serving (primarily) to denote a profession, the analysis suggests the blend functions as a powerful means of social critique and, more specifically, of delegitimizing the media system. The blend is first defined and classified according to formal-semantic criteria, drawing on previously proposed typologies by Croatian (Bađić 2015, Marković 2016, Štebih Golub 2017) and international scholars, with particular emphasis on cognitive linguistic approaches to lexical blending (Brdar-Szabó & Brdar 2008, Gries 2004). An initial search for the term and its derivatives in the MaCoCu Croatian Web v2 corpus within Sketch Engine served as a starting point for identifying particularly productive sources (e.g., the domain forum.hr and specific subforums). The analysis of collocational environments, specifically *constant collocates* (Gabrielatos & Baker 2016), traced the use of the blend and its derivatives, as well as the development of its *discourse prosody*. Special attention is paid to identified and hypothesized frequency *spikes* during specific periods (e.g., the COVID-19 pandemic) and selected sociopolitical events (2024-), enabling the identification of social triggers and the tracking of the evolution of the expression's pragmatic effects as an instrument of *figurative framing* (Burgers et al. 2016) of sociopolitical phenomena.

The evolution and motivation behind the coinage of the blend is examined, as well as its use across a range of contexts—from comments on (marginal) online forums and social media to its specific deployment in opinion columns or headlines in established media outlets. The latter context sees its self-victimizational function in inter-media conflicts, where it also functions as a rhetorical tool within the profession itself, e.g. for *gatekeeping* purposes.

The paper offers several case analyses grounded in Conceptual Integration Theory (Fauconnier & Turner 2002), proposed as the most suitable theoretical framework for capturing the specificities of the observed uses and functions of this blend. It also considers the applicability and usefulness of integrating other cognitive linguistic constructs at different levels of schematicity, as advocated by Kövecses (2020) in his Extended Conceptual Metaphor Theory, suggesting their relevance for motivating both euphemistic and dysphemistic expressions such as *dnovinar(stvo)* (Gradečak Erdeljić & Milić 2011).

Key words: lexical blend, figurative framing, Conceptual Integration Theory, dysphemism, conceptual metaphor

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Collocational patterning across legal genres: A corpus-based study of normative texts and arbitral awards in international commercial law

This paper investigates collocational patterns in the specialised field of international commercial law. It adopts an integrated approach to collocations, combining both the phraseological and the frequency-based perspectives. It follows Hausmann's (1984) classification, which conceptualises collocations as asymmetric combinations consisting of a semantically autonomous and superordinate base (in this study, the noun) and a subordinate collocate (the verb). This structural understanding is complemented by Sinclair's frequency-based approach, which defines collocations in terms of statistically significant patterns of co-occurrence in a corpus (Sinclair 2004, Kjellmer 1994, see Seretan 2011). Building on the distinction between *law in books* and *law in action* (Goldštajn 1991), understood here as a framework for examining differences between normative formulation and practical implementation, this study contrasts verb-noun collocations attested in the regulatory framework with those found in individual arbitral awards to demonstrate the methodological contribution of corpus linguistics to the analysis of legal texts. To this end, a specialised monolingual corpus of English legal texts was compiled, comprising two subcorpora: (1) regulatory texts of a general type and (2) arbitral awards as individual legal instruments. Adopting a corpus-based approach, the study analyses the collocational behaviour of high-frequency nouns across the two subcorpora, paying particular attention to variation in their verbal collocates. The analysis explores whether legal practice reproduces conventionalised phraseological patterns found in regulatory texts. The findings reveal notable differences in collocational behaviour between legislative drafting and arbitral awards. This variation suggests that (arbitral) practice often differs from the regulatory framework designed to regulate it. Such divergence may highlight areas in need of further doctrinal and judicial legal examination and signal potential regulatory insufficiencies or gaps.

Key words: Language for specific purposes (LSP), legal phraseology, genre variation, corpus linguistics, arbitration awards

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From metaphorical framing to academic writing practice: EFL students' conceptualizations of AI and their writing behaviour

The growing integration of artificial intelligence (AI) tools into higher education has begun to reshape academic writing practices, particularly in English as a Foreign Language (EFL) contexts. The present study explores how EFL university students conceptualize AI through metaphor and how these conceptualizations relate to their reported academic writing behaviour. Grounded in Conceptual Metaphor Theory as developed by George Lakoff and Mark Johnson, the study treats metaphor as a cognitive mechanism through which abstract phenomena are structured and understood. EFL university students were instructed to complete the prompt “*AI is like _____ because _____*”, generating linguistically explicit metaphorical representations of AI. A mixed-method approach was employed, combining qualitative analysis of metaphorical responses with quantitative questionnaire data and follow-up interviews for more elaborative interpretations of usage patterns. Quantitative analysis of questionnaire data included descriptive and inferential statistics. The questionnaire measured frequency and purposes of AI use, stages of writing supported (brainstorming, drafting, revising), degree of textual reliance, and perceived impact on autonomy, academic integrity, and critical thinking. Thematic analysis identified several dominant conceptual domains, including AI as support agent (assistant), authority figure (manager), tool (dictionary), substitute (shortcut), and cognitive extension (brain extension). These categories were examined in relation to self-reported usage patterns. Particular attention is given to potential contrasts between collaborative metaphors and hierarchical or negative metaphors. The study aimed to confirm the following hypotheses: H1: Students' metaphorical conceptualizations of AI significantly relate to their reported patterns of AI use in academic writing; H2: Negative metaphors (threat, shortcut) will co-occur with stronger concerns about academic integrity and dependency; and H3: Year of study, self-perceived writing proficiency, and prior AI experience moderate the relationship between conceptualization and usage patterns. Preliminary results indicate that metaphorical framing functions as a cognitive mediator between technological availability and writing practice. By linking cognitive framing with applied writing behaviour, the study contributes to applied

linguistics research on AI-mediated literacy and offers pedagogical implications for developing critical AI literacy in EFL academic writing instruction.

Key words: conceptual metaphor theory, cognitive linguistics, AI-mediated writing, EFL academic writing

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Gastronomsko nazivlje u rječnicima Ivana Mažuranića i Jakova Užarevića, Bogoslava Šuleka te Dragutina Antuna Parčića

U leksičkom se fondu (starijih) rječnika najčešće proučava i analizira nazivlje pojedinih struka te onomastičko nazivlje, a mnogo rjeđe civilizacijski leksik kojemu pripada i gastronomsko nazivlje. I dok nazivlje u pojedinim strukama odražava stupanj ljudskih spoznaja i napretka u nekom području, civilizacijski leksik oblikuje sliku društvene sredine kojoj rječnik pripada. U radu će se analizirati gastronomsko nazivlje u trima rječnicima pripadnika zagrebačke filološke škole: *Deutsch-illirisches Wörterbuch – Němačko-ilirski slovar* (1842) Ivana Mažuranića i Jakova Užarevića, *Deutsch-kroatisches Wörterbuch – Němačko-hrvatski rěčnik* (1860) Bogoslava Šuleka i *Rječnik hrvatsko-talijanski* (1901) Dragutina Antuna Parčića. U gastronomsko smo nazivlje ubrojili nazive jela, nazive namirnica, nazive pića te nazive začina. Valja napomenuti da je najmanje potvrda u nazivima jela, a najviše u nazivima namirnica.

Jedan je analizirani rječnik nastao u primorskoj Hrvatskoj (rječnik Dragutina Antuna Parčića), a dva na prostoru kontinentalne Hrvatske, iako je Ivan Mažuranić svojim odrastanjem vezan uz prostor Kvarnera (rječnik Ivana Mažuranića i Jakova Užarevića te rječnik Bogoslava Šuleka). Analizom će se utvrditi razlike u nazivlju s obzirom na prostor u kojemu su rječnici nastali. Ukupan će se fond nazivlja klasificirati prema dvama kriterijima: prema jezičnom podrijetlu i prema prvoj potvrđenoj pojavi, odnosno prema zastupljenosti u drugim rječnicima. Na taj će se način utvrditi izvori iz kojih autori crpe nazivlje, ali i prinos autora u gastronomskom nazivlju. Analizirano gastronomsko nazivlje potvrđuje i utjecaje drugih jezika, mahom njemačkoga, talijanskog i turskoga. Poseban je naglasak na utjecaju njemačkoga jezika. Zbog političko-društvene je situacije, ali i zbog namijene i tipa rječnika više germanizama zabilježeno u Mažuranić-Užarevićeveu te Šulekovu rječniku, a više talijanizama u Parčićevu rječniku. Također, ukupan će se fond nazivlja usporediti s nazivljem i opisima u suvremenim rječnicima hrvatskoga jezika.

Ključne riječi: 19. stoljeće, gastronomsko nazivlje, leksikografija, Ivan Mažuranić, Jakov Užarević, Bogoslav Šulek, Dragutin Antun Parčić

Gastronomic terminology in the dictionaries of Ivan Mažuranić and Jakov Užarević, Bogoslav Šulek, and Dragutin Antun Parčić

Studies of the lexical stock of (historical) dictionaries most commonly focus on the terminology of specific professions and disciplines, as well as onomastic vocabulary, whereas civilizational lexis, including gastronomic terminology, has received considerably less attention. While specialized terminology reflects the level of human knowledge and advancement in a particular field, civilizational lexis shapes the image of the social environment to which a dictionary belongs. This paper analyzes gastronomic terminology in three dictionaries compiled by representatives of the Zagreb Philological School: *Deutsch-illirisches Wörterbuch – Němačko-ilirski slovar* (1842) by Ivan Mažuranić and Jakov Užarević, *Deutsch-kroatisches Wörterbuch – Němačko-hrvatski rěčnik* (1860) by Bogoslav Šulek, and *Rječnik brvatsko-talijanski* (1901) by Dragutin Antun Parčić. The category of gastronomic terminology includes names of dishes, foodstuffs, beverages, and spices. It should be noted that the smallest number of attestations is found among the names of dishes, while the largest number occurs among the names of foodstuffs. One of the analyzed dictionaries was compiled in the Croatian Littoral region (Parčić's dictionary), whereas the other two originated in continental Croatia, although Ivan Mažuranić's upbringing was closely connected with the Kvarner region (the dictionaries of Mažuranić and Užarević, and of Šulek). The analysis will identify differences in terminology with regard to the geographical areas in which the dictionaries were produced. The entire corpus of terms will be classified

according to two criteria: linguistic origin and first attested occurrence, that is, their representation in other dictionaries. This approach will make it possible to determine both the sources from which the authors drew their terminology and their individual contributions to the development of gastronomic vocabulary. The analyzed gastronomic terminology also reflects the influence of other languages, predominantly German, Italian, and Turkish. Particular attention is devoted to the influence of German. Owing to the political and social circumstances of the period, as well as to the purpose and type of dictionary, a greater number of German loanwords is recorded in the dictionaries of Mažuranić and Užarević and in Šulek's dictionary, whereas Italian loanwords are more prevalent in Parčić's dictionary. Finally, the entire corpus of terms will be compared with the terminology and definitions found in contemporary Croatian dictionaries.

Key words: nineteenth century, gastronomic terminology, lexicography, Ivan Mažuranić, Jakov Užarević, Bogoslav Šulek, Dragutin Antun Parčić

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Preobrazba duše: Platonov metaforički model obrazovanja

Rad polazi od teorije konceptualne metafore (Lakoff i Johnson 1980), diskurzivne analize metafore (Cameron 1999, 2003, 2007) te kritičke analize metafore (Charteris-Black 2004, 2011, 2018) kako bi ispitao kako metaforički obrasci u Platonovoj *Državi* oblikuju razumijevanje obrazovanja. Polazna je pretpostavka da metafore kod Platona nisu retorička sredstva ilustracije filozofske teorije, nego temeljni konceptualni obrasci koji strukturiraju samo mišljenje o znanju, učenju i političkom poretku. U tom smislu metafora nije ukras argumenta, nego način njegova nastajanja.

Analiza pokazuje da Platonov tekst funkcionira kao koherentan metaforički sustav u kojem se obrazovanje konceptualizira kao ontološka i moralna preobrazba duše. U skladu s Cameron (1999, 2003, 2007), metafore se u *Državi* ne pojavljuju izolirano, nego se ponavljaju, nadograđuju i vode čitatelja kroz proces postupne reorijentacije. Gledano kroz prizmu kritičke analize metafore (Charteris-Black 2004, 2011, 2018), metaforički obrasci u *Državi* ne funkcioniraju kao neutralne slike, nego kao načini uokvirivanja stvarnosti koji razliku između onih koji znaju i onih koji ne znaju čine prirodnom i opravdanom.

U radu se identificiraju tri međusobno povezana metaforička okvira. Prvi je optičko-orijentacijski model spoznaje, unutar kojega se DUŠA prikazuje KAO OKO, ZNANJE KAO VID,

ISTINA KAO SVJETLO, a OBRAZOVANJE KAO OKRETANJE (PERIAGOGĒ). Neznanje je pogrešna orijentacija, a učenje zahtjevan proces preusmjeravanja pogleda, razrađen u alegoriji špilje (Annas 1981, Burnyeat 2000, Ferrari 2003). Drugi okvir obuhvaća intervencijske metafore, u kojima se UČITELJ pojavljuje KAO LIJEČNIK, KIPAR ili UZGAJIVAČ. Obrazovanje se prikazuje kao ciljana intervencija u strukturu duše, a pedagoška prisila kao oblik skrbi, što, u kritičkoj perspektivi, doprinosi legitimaciji autoriteta (Bobonich 2002, Charteris-Black 2011). Treći okvir uključuje metafore HRANJENJA, IGRE i BUĐENJA, koje učenje prikazuju kao živ i iskustven proces, ali i dalje unutar jasno definiranog i hijerarhijski uređenog obrazovnog poretka.

Rezultati upućuju na to da metaforički jezik u *Državi* povezuje znanje, moralnu preobrazbu i politički poredak u zaokruženu viziju obrazovanja. Metafora kod Platona djeluje kao temeljni kognitivni i diskurzivni mehanizam koji povezuje preobrazbu duše s legitimacijom političkog poretka. Time se klasični tekst otvara novom čitanju koje pokazuje da metafora ne samo objašnjava, nego i oblikuje obrazovanje.

Ključne riječi: *Država*, Platon, obrazovanje, metafora, analiza diskursa

Transformation of the soul: Plato's metaphorical model of education

This paper draws on conceptual metaphor theory (Lakoff & Johnson 1980), discourse-oriented approaches to metaphor (Cameron 1999, 2003, 2007), and critical metaphor analysis (Charteris-Black 2004, 2011, 2018) to examine how metaphorical patterns in Plato's *Republic* shape the understanding of education. It proceeds from the assumption that, in Plato, metaphors are not merely rhetorical devices used to illustrate philosophical theory, but fundamental conceptual structures that organize thinking about knowledge, learning, and political order. In this sense, metaphor is not an ornament of argument, but a condition of its formation.

The analysis shows that Plato's text functions as a coherent metaphorical system in which education is conceptualized as an ontological and moral transformation of the soul. In line with Cameron (1999, 2003, 2007), metaphors in the *Republic* do not appear in isolation; rather, they recur, accumulate, and guide the reader through a process of gradual reorientation. From the perspective of critical metaphor analysis (Charteris-Black 2004, 2011, 2018), the metaphorical patterns in the *Republic* do not function as neutral images, but as ways of framing reality that render the distinction between those who know and those who do not both natural and justified.

The paper identifies three interconnected metaphorical frameworks. The first is an optical-orientational model of cognition, in which the SOUL IS depicted as AN EYE, KNOWLEDGE AS SIGHT, TRUTH AS LIGHT, and EDUCATION AS TURNING (*periagogē*). Ignorance is

understood as misorientation, while learning is a demanding process of redirecting one's gaze, elaborated in the allegory of the cave (Annas 1981, Burnyeat 2000, Ferrari 2003). The second framework encompasses interventionist metaphors, in which the TEACHER appears as A PHYSICIAN, SCULPTOR, or CULTIVATOR. Education is presented as a targeted intervention in the structure of the soul, and pedagogical coercion as a form of care—an idea which, from a critical perspective, contributes to the legitimation of authority (Bobonich 2002, Charteris-Black 2011). The third framework includes metaphors of NOURISHMENT, PLAY, and AWAKENING, which portray learning as a dynamic and experiential process, yet still situated within a clearly defined and hierarchically ordered educational system.

The findings indicate that metaphorical language in the *Republic* integrates knowledge, moral transformation, and political order into a unified vision of education. In Plato, metaphor operates as a fundamental cognitive and discursive mechanism that links the transformation of the soul with the legitimation of political order. The classical text thus opens itself to a renewed reading, demonstrating that metaphor not only explains education, but also actively shapes it.

Key words: *Republic*, Plato, education, metaphor, discourse analysis

Damir Mravunac

Hrvatsko katoličko sveučilište

Narativi budućnosti: pristup kulturne sociologije

Ovaj teorijski rad istražuje fenomen „narativa o budućnosti” kroz prizmu kulturne sociologije, s posebnim naglaskom na njezinu hermeneutičku tradiciju i kulturni zaokret u sociologiji. Za razliku od tradicionalnih socioloških pristupa koji društvene fenomene često svode na objektivne varijable, kulturna sociologija, napose „Jaki program” Jeffreyja Alexandra, tretira kulturu kao autonoman tekst i sustav simboličkih kodova koje je potrebno prvenstveno interpretirati. U tom kontekstu, rad analizira kako se individualni kognitivni procesi, poput „sanjarenja” (engl. *daydreaming*) o budućnosti, jezično strukturiraju i postaju društveno uvjetovani narativi.

Središnje polazište rada je studija Karen A. Cerulo i Janet M. Ruane, *Dreams of a Lifetime: How Who We Are Shapes How We Imagine*. Autorice argumentiraju da ljudska imaginacija i „životni snovi” nisu nasumični plodovi mašte, već su duboko strukturirani društvenim koordinatama kao što su klasa, rod i životna dob. Pritom se oslanjaju i na teoriju Ann Swidler o kulturi kao „kutiji s alatima” (engl. *tool kit*) iz koje ljudi izvlače različite informacije, simbole i narative kako bi osmislili svoje misli i djelovanje. Zamisli o mogućnostima u budućnosti nisu čisto individualne kreacije, već se grade aktivnim spajanjem dominantnih javnih narativa

s osobnim aspiracijama. Poseban se naglasak stavlja na istraživanje „narativnih prekida” te na načine na koje ljudi, kada im je dosadašnja priča o budućnosti prekinuta, posežu za novim kulturnim resursima da bi rekonstruirali smisao, izmislili nove završetke i ponovno uspostavili kontinuitet svog identiteta.

Naglasak rada je na premošćivanju jaza između kognicije, jezika i sociologije kroz koncept narativne konstrukcije stvarnosti. Naracije budućnosti se ne promatraju samo kao izolirani mentalni čin, već kao diskurzivna praksa koja koristi specifične naratološke alate: zaplete, uloge i temporalne sekvence. Koristeći se teorijom narativa, rad nastoji objasniti kako se transformiraju apstraktne društvene norme u konkretne narativne slike budućnosti i specifične prakse. Zaključno, rad predlaže da su narativi o budućnosti „skripta” kojom navigiramo unutar društvenog prostora, čime se doprinosi razumijevanju jezika od kognitivne konceptualizacije do njegove neposredne primjene u oblikovanju identiteta.

Ključne riječi: kulturna sociologija, teorija narativa, životni snovi, narativni prekidi

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- Swidler, A. (1986). Culture in action: Symbols and strategies. *American Sociological Review* 51 (2): 273–286.

Narratives of the future: A cultural-sociological approach

This theoretical paper examines the phenomenon of “narratives of the future” through the lens of cultural sociology, placing particular emphasis on its hermeneutic tradition and the cultural turn within the discipline. Unlike traditional sociological frameworks that frequently reduce social phenomena to objective variables, cultural sociology, specifically Jeffrey Alexander’s “Strong Program”, treats culture as an autonomous text and a system of symbolic codes that demand interpretation. Within this framework, the study analyzes how individual cognitive processes, such as “daydreaming” about the future, are linguistically structured and transformed into socially conditioned narratives.

The primary point of departure is the study by Karen A. Cerulo and Janet M. Ruane, *Dreams of a Lifetime: How Who We Are Shapes How We Imagine*. The authors argue that human imagination and “life dreams” are not merely random figments of the mind but are deeply structured by social coordinates such as class, gender, and age. Furthermore, the work draws upon Ann Swidler’s theory of culture as a “toolkit” from which individuals extract information, symbols, and narratives to organize their thoughts and actions.

Conceptualizations of future possibilities are not solely individual creations; rather, they are constructed by synthesizing dominant public narratives. Special attention is devoted to the investigation of “narrative ruptures”, the ways in which individuals, when their existing future-oriented narratives are disrupted, utilize new cultural resources to reconstruct meaning, invent novel conclusions, and re-establish the continuity of their identity.

The paper aims to bridge the gap between cognition, language, and sociology through the concept of the narrative construction of reality. Narratives of the future are regarded not only as mental acts but as discursive practices that employ specific narratological tools, including plot, role, and temporal sequence. By applying narrative theory, this work seeks to explain the transformation of abstract social norms into concrete narrative images of the future and specific social practices. Ultimately, the paper proposes that narratives of the future serve as “scripts” for navigating social space, thereby enhancing our understanding of language, from its cognitive conceptualization to its application in the construction of identity.

Key words: cultural sociology, narrative theory, life dreams, narrative ruptures

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Negotiating authority: Discursive strategies of female politicians in adversarial interactions

Persistent gender asymmetry in political power structures across many societies has influenced the communicative behavior of female politicians, often requiring them to engage in additional discursive effort to establish credibility, expertise, and reliability (Lazar 2005, Lakoff 2003). Whereas earlier expectations encouraged women in politics to align with stereotypically “feminine” communicative norms, more recent scholarship points to a shift toward stylistic features traditionally associated with masculine political discourse (Jones 2017, Hargrave & Blumenau 2022, Bauer & Santia 2022). This shift becomes particularly salient in adversarial contexts, especially when women respond to criticism or direct attacks.

This study examines the repertoire of linguistic and rhetorical strategies employed by contemporary female politicians when confronted with adversarial discourse in the predominantly male political sphere. Drawing on critical discourse analysis and pragmatic analysis of a corpus of political statements by contemporary female politicians from Macedonia and English-speaking countries, the study identifies the discursive mechanisms through which they defend positions, justify decisions, negotiate stance, and counter opposition.

The findings reveal an increasing use of assertive and strategically bold linguistic choices, including direct rebuttals and explicit stance-marking, which enable female politicians not only to resist delegitimization but also to claim discursive authority and solidify their presence within the political sphere. These patterns suggest broader transformations in gendered norms of political communication.

Key terms: female politicians, discursive strategies, adversarial discourse, Critical Discourse Analysis (CDA)

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Persuazivnost u talijanskom političkom diskursu: analiza govora Giorgia Meloni

Politički diskurs predstavlja važno područje lingvističkih i diskurzivnih istraživanja u kojemu je jezik ključni instrument oblikovanja političkih poruka i uvjeravanja publike. Još od antičke retoričke tradicije politički govor promatra se kao prostor u kojemu govornici koriste različite jezične strategije kako bi izgradili vjerodostojnost, potaknuli emocije publike i racionalno argumentirali svoje političke stavove. U suvremenom političkom diskursu ove se strategije

ostvaruju različitim retoričkim figurama i diskurzivnim obrascima koji povećavaju persuzivnost.

Cilj je ovoga rada analizirati talijanski politički diskurs iz retoričko-diskurzivne perspektive, s posebnim naglaskom na strategije uvjeravanja i konceptualne metafore. Teorijski okvir temelji se na suvremenim pristupima analizi konceptualnih metafora. Pažnja je usmjerena na analizu pojmovnih metafora koje se interpretiraju kao središnji kognitivni i diskurzivni alati u konstrukciji političkog značenja. Empirijski dio analize usmjeren je na govor Giorgia Meloni u talijanskom parlamentu 25. listopada 2022., kada je kao nova premijerka tražila i dobila povjerenje za svoj kabinet.

Analiza pokazuje da govornik gradi vjerodostojnost, apelira na emocije publike i koristi racionalne argumente, dok konceptualne metafore povezuju apstraktne političke ideje s konkretnim iskustvima, čime se složene poruke čine razumljivijima i uvjerljivijima. Govor je organiziran putem koherentnog i strukturiranog metaforičkog sustava koji, osim što obavlja opisnu i ukrasnu funkciju, ima i kognitivnu te ideološku ulogu. Analizirane metafore promatraju se kao alati za modeliranje političke stvarnosti, čime utječu na njezinu interpretaciju. Rezultati potvrđuju da su konceptualne metafore ključni elementi političkog jezika i moćni instrumenti političke persuzije. Ovo istraživanje doprinosi razumijevanju mehanizama suvremene političke komunikacije te naglašava važnost lingvističke analize u proučavanju političkih poruka i ideoloških okvira.

Ključne riječi: talijanski politički diskurs, persuzivnost, konceptualna metafora, Giorgia Meloni

Persuasivity in Italian political discourse: An analysis of Giorgia Meloni's speech

Political discourse represents an important field of linguistic and discourse studies, where language functions as a key instrument for shaping political messages and persuading audiences. Since the origins of rhetoric in Ancient Greece and Rome, political speech has been considered a domain in which speakers employ various linguistic strategies to establish credibility, evoke emotions, and provide rational arguments. In contemporary political discourse, these strategies are realized through rhetorical devices and discursive patterns that enhance persuasive impact.

This study aims to analyze Italian political discourse from a rhetorical-discursive perspective, with particular focus on persuasive strategies and conceptual metaphors. The theoretical framework is grounded in contemporary approaches to conceptual metaphor analysis. Attention is focused on the analysis of conceptual metaphors, which are interpreted as central cognitive and discursive tools in the construction of political meaning. The empirical analysis

focuses on the speech delivered by the Prime Minister Giorgia Meloni in the Italian Parliament on 25 October 2022 during the vote of confidence in the government.

The analysis reveals that the speaker constructs credibility, appeals to audience emotions, and employs rational argumentation, while conceptual metaphors link abstract political ideas to concrete experiences, making complex messages more understandable and persuasive. The discourse is organized through a coherent and structured metaphorical system which, in addition to performing a descriptive and ornamental function, also fulfills a cognitive and ideological role. The identified metaphors are seen as tools for modeling political reality, thereby influencing its interpretation. The findings confirm that conceptual metaphors are central components of political language and powerful tools of political persuasion. This study contributes to understanding the mechanisms of contemporary political communication and highlights the importance of linguistic analysis for examining political messages and ideological frameworks.

Key words: Italian political discourse, persuasivity, conceptual metaphors, Giorgia Meloni

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Designing for diversity: Applying Universal Design for Learning to EMI instruction in architecture education

While English Medium Instruction (EMI) facilitates the internationalization of higher education, meeting the diverse needs of students in multilingual and multicultural EMI settings remains a challenge. This study, part of a broader research project on inclusive EMI instruction at the Faculty of Architecture (FoA) at one of the leading technical universities in Poland, explores how lecturers at FoA currently acknowledge and adjust to learner variability, given the potential of the Universal Design for Learning (UDL) framework. We conducted Reflexive Thematic Analysis using interview data from 11 students. The aim was to examine EMI students' experiences and perceptions of their lecturers' instructional practices. We identified three themes: disciplinary knowledge development, language practices, and social-affective environment. This presentation focuses on how EMI academic teachers recognize diverse student needs and offer opportunities for building disciplinary knowledge. Findings indicate that EMI instruction at the FoA largely lacks universal design, seldom offering students choices in content, topics, or tools and methods for assignments and assessment. Teacher-centred, one-size-fits-all instruction prevails across subjects. Many students accept this as standard higher education practice, adapting rather than striving for a

more inclusive and accessible learning environment. Unsatisfactory accessibility of teacher presentations, lectures, and materials constitutes a significant problem. Limited modes of content presentation are used, disregarding preferred ways of student learning. Students' awareness of readily available educational and assistive technologies, which could help tailor materials and processes to individual student needs, is almost non-existent and not encouraged by lecturers. Opportunities for demonstrating knowledge and skills, as well as for practising and refining skills before assessment based on quality feedback, are also limited. These findings underscore the need to modify EMI instructional practices in architecture to better address diverse student needs and foster a more inclusive learning environment.

Key words: Universal Design for Learning (UDL), English Medium Instruction (EMI), inclusive instructional practices, higher education, student perceptions

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Govorni položaj odmora – gdje tražiti artikulacijske postavke hrvatskog govora?

Fonetika još nema odgovor na pitanje što je u govornoj proizvodnji univerzalno, tj. posljedica biomehaničkih zakona, a što je specifično za pojedine jezike. U kontekstu toga pitanja bitno je razmotriti stoljećima staru pretpostavku da različiti jezici imaju različite „artikulacijske postavke“ (engl. *articulatory settings*), tj. različit temeljni ishodišni oblik govornog prolaza koji nije u vezi s izgovorom nijednog artikulacijskog segmenta zasebno, ali se nalazi u podlozi govorne proizvodnje. Ako takve temeljne postavke oblika govornog prolaza doista postoje za pojedine jezike, pitanje je jesu li one samo biomehanička posljedica frekvencije glasova u jezicima ili su dio fonetsko-fonološkoga inventara, pa se mogu naučiti. U drugom slučaju njihov bi opis bio iznimno važan za učenje stranih jezika. Međutim, artikulacijske je postavke teško izmjeriti jer se oblik govornog prolaza tijekom govora neprestano mijenja. Gick i sur. (2004) u pauzama među govornim iskazima engleskoga i francuskoga tražili su „govorni položaj odmora“ govornog prolaza (engl. *speech rest position*), koji se razlikuje od apsolutnog položaja odmora (engl. *absolute rest position*) i koji bi trebao sadržavati artikulacijske postavke jezika. Pronađeni govorni položaji odmora u njihovu radu ostvarivali su se s podjednakom varijabilnošću kao i vokal [i], što ide u prilog pretpostavci da su dio fonetsko-fonološkoga inventara. Cilj je ovoga istraživanja ispitati može li se govorni položaj odmora jezika (kao najvažnijeg artikulatora) pronaći u pauzama prije početka govornih iskaza hrvatskoga. S obzirom na nedovoljnu istraženost artikulacijskih postavki u predgovornome kontekstu, ali i u hrvatskome govoru općenito, postavljena je nul-hipoteza. Analizirani govorni materijal

prikupljen je u okviru projekta KROKO i radi se o ultrazvučnim snimkama kvazispontanoga govora sedam tipičnih hrvatskih govornika. Vizualnom inspekcijom procijenjeno je na kojim ultrazvučnim sličicama (engl. *frames*) jezik miruje prije početka govora, a potom su se u odabranom vremenskom isječku krivulje jezika iscrtale kako bi se mogle kvantificirati, uprosječiti i međusobno uspoređivati. Varijabilnost ostvaraja pronađenih položaja odmora jezika kod svakog ispitanika usporedila se s varijabilnošću ostvaraja vokala [i]. Preliminarni rezultati upućuju na to da nema značajne razlike u njihovoj varijabilnosti.

Ključne riječi: artikulacijske postavke, govorni položaj odmora, hrvatski, ultrazvuk, tipični govor

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Speech rest position – where to look for the articulatory settings of Croatian speech?

Phonetics still doesn't have an answer to the question of what is universal in speech production, that is, a consequence of biomechanical laws, and what is specific to individual languages. In the context of this question, it is important to consider the centuries-old assumption that different languages have different “articulatory settings”, that is, a different fundamental, underlying shape of the vocal tract that is not related to the pronunciation of any articulatory segment separately. If such fundamental settings of the vocal tract shape exist for individual languages, the question is whether they are only a biomechanical consequence of the speech sound frequency in the languages, or they are a part of the phonetic-phonological inventory, and thus can be learned. In the latter case, their description would be extremely important for L2 learning. However, articulatory settings are difficult to measure because the shape of the vocal tract is constantly changing during speech. Gick et al. (2004) looked for the “speech rest position” of the vocal tract in pauses between spoken utterances of English and French, which differs from the absolute rest position and is hypothesized to contain the articulatory settings of a language. The speech rest positions

found in their research were produced with the same variability as the vowel [i], which supports the assumption that they are a part of the phonetic-phonological inventory. The aim of this study is to examine whether the speech rest position of the tongue can be found in pauses before the beginning of spoken utterances of Croatian. Given the insufficient research on articulatory settings in the pre-speech context, as well as in Croatian speech in general, a null hypothesis was formulated. The analyzed material was created under the KROKO project and consists of ultrasound recordings of quasi-conversational speech of seven typical Croatian speakers. The ultrasound frames containing the speech rest positions of the tongue were determined by visual inspection, and then the tongue contours were drawn to enable quantification, averaging, and comparison. The variability of the production of the found tongue rest positions in each subject was compared with the variability of the production of the vowel [i]. Preliminary results indicate that there is no significant difference in their variability.

Key words: articulatory settings, speech rest position, Croatian language, ultrasound, typical speech

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Crtica koja spaja i razdvaja. Diskurs (dvo)jezičnih politika istarskog poluotoka

Talijanski jezik, kao jezik talijanske nacionalne manjine u Hrvatskoj, ima specifičnu ulogu u istarskom višejezičnom krajoliku zahvaljujući zakonski zajamčenoj dvojezičnosti i višerazinskoj zaštiti prava pripadnika nacionalnih manjina. Osim samom jezičnom uporabom, talijanska se jezična zajednica u Istri uspostavlja upravo i jezičnopolitičkim pravnim tekstovima, čime talijanski jezik, uz komunikacijsku, dobiva i simboličko-identitetsku funkciju koja služi kako za razlučivanje pripadnika zajednice, tako i za konstrukciju kolektivnog identiteta govornika. Talijanski jezik tako postaje simbolom kolektivnog identiteta koji u istarskom kontekstu neminovno dolazi u kontakt s drugim jezičnim zajednicama, ponajprije većinskom hrvatskom. Pretpostavi li se da gdje ima kontakta, lako dolazi i do konflikta, neophodno je preispitati načine kojima aktualne jezične politike utječu na uspostavljanje odnosa moći između većinskoga hrvatskog i manjinskoga talijanskog jezika na istarskom poluotoku.

U okviru istraživanja, odnosi moći između jezika promatraju se kao svaka prevaga nad načelom jezične ravnopravnosti, koja proizlazi iz kompleksnih međudnosa jezičnih zajednica, u kojima se komunikacijske potrebe isprepliću s izvanjezičnim čimbenicima, poput

primjerice izgradnje (jezičnog) identiteta, ali i društvene vidljivosti i institucionalne zastupljenosti.

Cilj istraživanja jest analizirati jezičnopolitički diskurs aktualnih statuta Istarske županije te statuta dvojezičnih gradova i općina u Istri, s posebnim naglaskom na načine na koje se načelo jezične ravnopravnosti potvrđuje ili relativizira u samoj normativnoj formulaciji. Primjenom metode kritičke analize diskursa jezičnopolitičkih odredbi te njihovom intertekstualnom uspoređivanju, nastojat će se ukazati na lingvističke obrasce kojima se jezik može instrumentalizirati kao simbolički resurs moći.

Istraživanjem će se ispitati u kojoj je mjeri talijanski jezik u analiziranim dokumentima normativno deklariran kao ravnopravan, te je li i kako diskurzivno pozicioniran kao podređen, odnosno nadređen hrvatskome jeziku. Kritičkom analizom diskursa pravnih akata doprinijet će se detaljnom opisu kvalitativno utemeljene slike aktualnog diskursa (dvo)jezične politike u Istri te preciznijem razumijevanju načina na koji formalna zaštita manjinskih prava može generirati nesporazume i nepredviđene asimetrije među načelno ravnopravnim jezičnim zajednicama.

Ključne riječi: dvojezičnost, kritička analiza diskursa, jezična politika, Istra

The hyphen that unites and divides: The discourse of (bi)lingual policies on the Istrian peninsula

The Italian language, as the language of the Italian national minority in Croatia, occupies a distinct role within the multilingual landscape of Istria owing to legally guaranteed bilingualism and multi-level protection of minority rights. Beyond everyday language use, the Italian-speaking community in Istria is constituted through language-policy legal texts, whereby Italian acquires, alongside its communicative function, a symbolic-identitary role that serves both to distinguish community members and to construct the collective identity of speakers. Thus Italian becomes a symbol of collective identity that, in the Istrian context, inevitably comes into contact with other linguistic communities, primarily the majority Croatian community. Assuming that contact often engenders conflict, it is necessary to reassess how current language policies shape power relations between majority Croatian and minority Italian on the Istrian peninsula.

Within this study, language power relations are understood as any asymmetry that undermines the principle of linguistic equality, arising from the complex interrelations among language communities in which communicative needs intersect with extra-linguistic factors—such as the construction of (linguistic) identity, social visibility, and institutional representation.

The aim of the research is to analyze the language-policy discourse of the current statutes of Istria County and the statutes of bilingual towns and municipalities in Istria, with particular

emphasis on the ways in which the principle of linguistic equality is affirmed or relativized in normative formulations. By applying critical discourse analysis to language-policy provisions and conducting their intertextual comparison, the study seeks to identify linguistic patterns through which language can be instrumentalized as a symbolic resource of power.

The research will examine the extent to which the Italian language is normatively declared equal in the documents under analysis, and whether—and how—it is discursively positioned as subordinate or dominant relative to Croatian. A critical discourse analysis of legal acts will contribute to a detailed description of the qualitatively grounded picture of the current (bi)lingual policy discourse in Istria and to a more precise understanding of how formal protection of minority rights can generate misunderstandings and unforeseen asymmetries among nominally equal language communities.

Key words: bilingualism, critical discourse analysis, language policy, Istria

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A comparative analysis of language policy, ideology, and spatiality in multilingual school contexts: Finland and Estonia

This research addresses the complex relationship between language policy and educational spaces by comparing two distinct European models: Finland's institutional protection of Swedish as a second national language and Estonia's reform toward a unified Estonian-language system. While previous research has analyzed legal frameworks, few studies have systematically compared how these policies are enacted through the physical school environment, or schoolscape. This study identifies a critical gap in understanding how the design and management of school buildings influence language attitudes and the vitality of non-dominant languages in shared or transitioning settings.

The theoretical framework combines critical language policy with schoolscape theory, viewing the school environment as an ecological arena where policy is negotiated and contested. Following a vertical case study approach, the research analyzes the policy chain across macro, meso, and micro levels. The methodology employs a comparative mixed-methods design. At the macro level, it involves a content analysis of national curricula and legislative documents from both nations. The meso level consists of semi-structured interviews with municipal officials in regions such as Ostrobothnia and Tallinn to understand how policy is translated into resource allocation and spatial planning. The micro level involves

multi-sited ethnography in schools, utilizing participatory photography and walking interviews with staff and students to document the lived linguistic experience.

Expected results suggest that school space is a powerful, often overlooked factor in policy execution. In Finland, co-located schools present unique challenges for maintaining the visibility of Swedish as a non-dominant language in shared facilities. In Estonia, the physical transition of schoolscape reflects broader ideological shifts toward linguistic integration of the Russian-speaking minority. The study contributes to applied linguistics by providing a multi-dimensional perspective on how material environments shape social interaction and language maintenance. It offers practical insights for decision-makers on designing inclusive educational spaces that prevent social tensions and promote balanced multilingualism. By bridging the gap between abstract policy and material practice, the research highlights the spatial dimensions of linguistic justice in diverse societies.

Key words: language policy, schoolscape, multilingualism, Finland, Estonia

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Pouzdanost mjerenja individualnih razlika u rečeničnoj obradi: međujezična perspektiva (MeRID)

Ovo izlaganje predstavlja ciljeve, ishode i rezultate četverogodišnjega bilateralnoga švicarsko-hrvatskoga projekta *Pouzdanost mjerenja individualnih razlika u rečeničnoj obradi: Međujezična*

perspektiva (MeRID), koji je proveo interdisciplinarni tim istraživača iz područja psiholingvistike, računalne lingvistike i logopedije.

Projekt je osmišljen kako bi odgovorio na teorijska i metodološka pitanja u psiholingvističkim i kognitivnoznanstvenim istraživanjima, poput krize repliciranja rezultata i izazova generalizacije dobivenih spoznaja. Ključni ciljevi — razvoj opsežnoga višejezičnog korpusa podataka praćenja pokreta oka tijekom čitanja te istraživanje individualnih razlika u čitanju i jezičnoj obradi — rezultirali su višestrukim ishodima s potencijalnim primjenama u budućim istraživanjima.

Među rezultatima ističe se korpus podataka praćenja pokreta oka temeljen na podacima stotinu odraslih izvornih govornika hrvatskoga, trenutačno najveći takav korpus za hrvatski jezik. Korpus uključuje i psihometrijske podatke o kognitivnim i jezičnim sposobnostima sudionika. Daljnji rezultati obuhvaćaju repozitorij podataka praćenja pokreta oka za više od 30 jezika, dvojezični hrvatsko-engleski korpus prikupljen metodama praćenja pokreta oka i čitanja vlastitim tempom, novi test vokabulara za hrvatski jezik te skupove digitaliziranih jezičnih i psihometrijskih testova.

Eksperimentalna istraživanja u okviru projekta ispitivala su međuodnos psiholingvističkih varijabli i individualnih razlika u čitanju rečenica u prvom i drugom jeziku. Rezultati upućuju na to da struktura individualnih razlika varira ovisno o primijenjenim analitičkim metodama: analiza glavnih komponenata (PCA) i klasterska analiza daju djelomično proturječne nalaze o grupiranju čitatelja prema obrascima čitanja. Nadalje, istraživanja su istaknula ulogu prozodije kao potencijalno relevantnog čimbenika u objašnjavanju varijabilnosti u čitanju na drugom jeziku, što otvara nova pitanja o odnosu fonološke obrade i učinkovitosti čitanja kod dvojezičnih govornika.

Izlaganje će predstaviti navedene rezultate i raspraviti njihov potencijalni doprinos hrvatskom, ali i širem međunarodnom psiholingvističkom istraživačkom kontekstu. Posebna pozornost posvetit će se metodološkim implikacijama dobivenih nalaza te dugoročnoj održivosti prikupljenih podataka.

Ključne riječi: praćenje pokreta oka tijekom čitanja, individualne razlike, međujezične usporedbe, čimbenici koji utječu na jezičnu obradu, projekt MeRID

Measurement reliability of individual differences in sentence processing: A cross-linguistic perspective

This presentation outlines the aims, outcomes, and results of the four-year bilateral Swiss-Croatian project *Reliability of Measuring Individual Differences in Sentence Processing: A Cross-Linguistic Perspective* (MeRID), conducted by an interdisciplinary team of researchers from psycholinguistics, computational linguistics, and speech-language pathology.

The project was designed to address theoretical and methodological issues in psycholinguistic and cognitive science research, such as the replication crisis and challenges related to the generalisability of findings. The key objectives—developing an extensive multilingual eye-tracking reading corpus and investigating individual differences in reading and language processing—have yielded multiple outcomes with potential applications in future research.

Among the results, the eye-tracking corpus based on data from one hundred adult native speakers of Croatian stands out as currently the largest corpus of its kind for the Croatian language. The corpus also includes psychometric data on cognitive and linguistic abilities for each participant. Further outcomes include a repository of eye-tracking-while-reading data for more than 30 languages, a bilingual Croatian-English corpus collected using eye-tracking and self-paced reading methods, a new vocabulary test for Croatian, and digitised sets of linguistic and psychometric test batteries.

Experimental studies conducted within the project examined the interplay between psycholinguistic variables and individual differences in sentence reading in both first and second languages. The results indicate that the structure of individual differences varies depending on the analytical methods employed: principal component analysis (PCA) and cluster analysis yield partially contradictory findings regarding the grouping of readers by reading patterns. Furthermore, the studies highlighted the role of prosody as a potentially relevant factor in explaining variability in second language reading, raising new questions about the relationship between phonological processing and reading efficiency in bilingual speakers.

This presentation will report on these results and discuss their potential contribution to both Croatian and the broader international psycholinguistic research community. Particular attention will be given to the methodological implications of the findings and the long-term sustainability of the collected data.

Key words: eye-tracking-while-reading, individual differences, cross-linguistic comparisons, factors that influence language processing, project MeRID

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Koji francuski poučavati? Paremijska kompetencija kroatofonih studenata u kontekstu francuske jezične raznolikosti

U suvremenoj nastavi francuskoga kao stranoga jezika i dalje dominira francuski jezični izraz heksagonalne Francuske, dok je frankofonska jezična raznolikost tek sporadično uključena u nastavni proces. Posebno je to vidljivo u području paremiologije, gdje se rjeđe razmatraju razlike između heksagonalnih i kvebečkih paremija. Na tragu toga, u ovom se radu propituje u kojoj je mjeri paremijska kompetencija studenata francuskoga jezika i književnosti oblikovana isključivo heksagonalnom normom te uključuje li i kvebečku sastavnicu.

Istraživanje je provedeno u akademskoj godini 2024./2025. na Filozofskom fakultetu Sveučilišta u Zagrebu na uzorku od 40 studenata prijediplomskoga i diplomskoga studija francuskog jezika i književnosti. Mrežnim upitnikom ispitivano je razumijevanje kvebečkih paremija u odnosu na heksagonalne francuske paremije te sposobnost prepoznavanja i pronalaženja odgovarajućih hrvatskih ekvivalenata. Dobiveni rezultati uspoređeni su s nalazima prethodnih istraživanja o paremijskoj kompetenciji na jezičnom izrazu heksagonalne Francuske kod studenata FFUNIZG. Sve kako bi se što cjelovitije sagledalo u kojoj mjeri kvebečka komponenta sudjeluje u ukupnoj komunikacijskoj kompetenciji na francuskome jeziku.

Rezultati upućuju na izraženiju usmjerenost prema standardnom francuskom heksagonalne Francuske te na ograničeno poznavanje kvebečkih paremija, što potvrđuje potrebu sustavnijega uključivanja frankofonske raznolikosti u nastavu. Rad time pridonosi povezivanju paremioloških istraživanja s didaktikom francuskoga kao stranoga jezika te otvara prostor za promišljanje nastavnih modela koji bi omogućili razvoj šire, pluricentrične jezične kompetencije kroatofonih studenata.

Ključne riječi: francuski kao strani jezik, paremije, Québec, Francuska, pluricentrična komunikacijska kompetencija

Which French should be taught? French linguistic diversity and croatophone students' paremiological competence

In the contemporary teaching of French as a foreign language, the linguistic variety of "Hexagonal" France continues to dominate, while the linguistic diversity of the French-speaking world is only sporadically included in the teaching process. This is particularly

evident in paremiology, where differences between Hexagonal and Québécois proverbs are less frequently addressed. Against this background, the present paper examines the extent to which the paremiological competence of French language and literature students is shaped exclusively by the Hexagonal norm, and whether it also incorporates a Québécois element.

The research was conducted during the 2024/25 academic year at the Faculty of Humanities and Social Sciences at the University of Zagreb, with a sample of 40 undergraduate and postgraduate French language and literature students. An online questionnaire was used to assess students' comprehension of Québécois proverbs compared with Hexagonal French proverbs, as well as their ability to recognise and identify appropriate Croatian equivalents. These results were then compared with those from previous studies investigating paremiological competence based on the Hexagonal French variety among students at the Faculty of Humanities and Social Sciences in Zagreb. This aimed to provide a more comprehensive understanding of the extent to which the Québécois component contributes to overall communicative competence in French.

The results indicate a stronger orientation toward Standard Hexagonal French and limited familiarity of Québécois proverbs, highlighting the importance of incorporating Francophone diversity more systematically into teaching. This paper therefore contributes to the link between paremiological research and the teaching of French as a foreign language, opening up the possibility of reconsidering teaching models that would enable the development of broader, multicentric linguistic competence among Francophone students.

Key words: French as a foreign language, proverbs, Quebec, France, multicentric communicative competence

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Terminološki izazovi u nastavi Hrvatskog jezika: usporedba rječničkih i udžbeničkih definicija

Udžbenik je obvezni obrazovni materijal koji omogućuje ostvarivanje odgojno-obrazovnih ishoda utvrđenih kurikulumom. Njegov diskurs obuhvaća specifično nazivlje relevantnog predmetnog područja, čije poznavanje i razumijevanje omogućuje učenicima stjecanje novih znanja te razvoj kognitivnih vještina i kritičkog mišljenja.

U hrvatskoj lingvistici nedostaju istraživanja jezikoslovnih obilježja udžbenika, osobito udžbeničkog nazivlja. Dosadašnja istraživanja uglavnom su usmjerena na opća jezična i stilska obilježja, dok analiza stručnih izraza, njima pridruženih definicija i njihove prilagođenosti

učeničkom znanju i kognitivnom razvoju nedostaje. Provedena su istraživanja jezikoslovnog nazivlja u udžbenicima za osnovnu školu od petog do osmog razreda (Nemeth Jajić i Božanić 2022) i u udžbenicima završnih razreda srednjih škola i gimnazija (Brbora 2006). Polazeći od spoznaja o ulozi terminologije u nastavnom diskursu, ovaj rad istražuje prikaz književnoteorijskih pojmova u udžbenicima za Hrvatski jezik u primarnom obrazovanju različitih izdavača (Školska knjiga, Profil-Klett, Alfa). Usporedba udžbeničkih s rječničkim definicijama odabranih književnih termina (*Hrvatski jezični portal, Rječnik književnog nazivlja*) omogućila je uočavanje sličnosti i razlika u prikazu pojmova. Polazišna hipoteza istraživanja jest da su udžbeničke definicije književnoteorijskih pojmova pojednostavljene u odnosu na rječničke definicije istih pojmova te da ih učitelji u nastavnoj praksi procjenjuju prikladnijima za učenike primarnog obrazovanja.

U istraživanju je korištena analiza terminologije u udžbenicima i rječnicima te anketa među učiteljima razredne nastave i učiteljima Hrvatskoga jezika. U anketi je sudjelovalo 100 ispitanika iz Istarske i Primorsko-goranske županije.

Rezultati pokazuju da učitelji daju prednost udžbeničkim definicijama, što potvrđuje pretpostavku o većoj didaktičkoj prilagođenosti udžbeničkih definicija u odnosu na rječničke. Dobiveni rezultati upućuju na potrebu uspostavljanja jasnijih kriterija za oblikovanje definicija književnoteorijskih pojmova kako bi se osigurao njihov terminološki točan i didaktički primjeren opis u skladu s učenikovim jezičnim i kognitivnim razvojem.

Ključne riječi: književni termini, udžbenik, hrvatski jezik, udžbenička definicija

Terminological challenges in Croatian language teaching: A comparison of dictionary and textbook definitions

The textbook is a compulsory educational resource that enables the achievement of educational outcomes defined by the curriculum. Its discourse includes the specific terminology of the relevant subject area, the knowledge and understanding of which allow students to acquire new knowledge and develop cognitive skills and critical thinking.

In Croatian linguistics, research on the linguistic characteristics of textbooks, particularly textbook terminology, is lacking. Previous studies have mostly focused on general linguistic and stylistic features, while the analysis of specialised terms, their definitions, and their adaptation to students' knowledge and cognitive development remains largely unexplored. Research has been conducted on linguistic terminology in textbooks for primary school students from the fifth to the eighth grade (Nemeth Jajić & Božanić 2022) and in textbooks for the final years of secondary schools and grammar schools (Brbora 2006).

Starting from insights into the role of terminology in instructional discourse, this paper examines the presentation of literary-theoretical concepts in Croatian language textbooks used in primary education by different publishers (Školska knjiga, Profil-Klett, Alfa). A

comparison of textbook definitions with dictionary definitions of selected literary terms (Croatian Language Portal; Dictionary of Literary Terminology) enabled the identification of similarities and differences in the presentation of these concepts. The main hypothesis of the study is that textbook definitions of literary-theoretical terms are simplified compared to dictionary definitions of the same concepts and that teachers consider them more appropriate for students in primary education.

The research employed an analysis of terminology in textbooks and dictionaries, as well as a survey conducted among primary school teachers and Croatian language teachers. The survey included 100 respondents from the counties of Istria and Primorje-Gorski Kotar.

The results indicate that teachers tend to prefer textbook definitions, which confirms the assumption that textbook definitions are more didactically adapted than dictionary definitions. The findings also point to the need to establish clearer criteria for formulating definitions of literary-theoretical concepts in textbooks in order to ensure their terminological accuracy and didactic appropriateness in accordance with students' linguistic and cognitive development.

Key words: literary terms, textbook, Croatian language, textbook definition

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From Japanese to Croatian: Converting an AI language tutor for morphology-aware feedback and classroom use

This paper reports the conversion of AI Language Tutor from a Japanese-centered implementation to Croatian. The original Japanese system provides a structured learning architecture based on Can-Do outcomes, CEFR-linked progression, lesson sequencing, and feedback loops. The research problem is cross-lingual adaptation challenges: pipelines from that Japanese framework do not reliably support Croatian morphology (case, gender, number agreement), explanation quality, or teacher trust. Although both languages are complex, error profiles and instructional priorities differ, and direct prompt reuse yields unstable feedback. Drawing on intelligent tutoring system research and instructed SLA, we use a design-based research framework that links iterative engineering decisions to pedagogical criteria.

The hypothesis is that full-stack Croatian adaptation, benchmarked against the original Japanese-oriented baseline, will improve grammatical precision, pedagogical usefulness, and user confidence. Work completed so far includes: (1) migration of the Japanese learning structure into Croatian, including Can-Do descriptors, CEFR level mapping, and

progression checkpoints; (2) replacement of Japanese task templates with Croatian CEFR-aligned writing and comprehension tasks; (3) implementation of Croatian-aware feedback rules for agreement, case marking, and diacritics-sensitive correction; (4) redesign of explanation style so feedback is actionable and auditable by teachers; and (5) early expert review cycles with Croatian language instructors. Methodologically, the study combines automated evaluation (error-detection consistency and correction quality), expert rubric scoring, and scenario-based learner testing.

Preliminary results show lower rates of major grammar-feedback errors, stronger alignment between AI feedback and teacher judgments, and better learner performance on revised Croatian tasks, especially in agreement-heavy constructions. Remaining work before final deployment includes a larger classroom validation sample, systematic comparison across proficiency levels, and refinement of feedback brevity to fit real lesson timing. The scientific and professional contribution is threefold: a replicable Japanese-to-Croatian conversion protocol for AI tutoring systems, a mixed technical-pedagogical evaluation model for lower-resource language adaptation, and concrete design principles for production-grade Croatian AI tutoring in educational settings (Koedinger et al. 2013, DeKeyser 2015, Kukulska-Hulme et al. 2022, Loewen & Sato 2018).

Key words: AI language tutoring, Japanese-to-Croatian transfer, Croatian language learning, Can-Do and CEFR alignment

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Kako do intelektualnog vokabulara?

Intelektualni vokabular može se definirati kao skup pojmova, izraza i terminoloških obrazaca koji se koriste za oblikovanje, artikulaciju i razmjenu složenih ideja, koncepata i interpretacija u području mišljenja, znanosti, kulture i javne rasprave. Riječ je o leksičkom sloju koji omogućuje apstraktno mišljenje, analizu i interpretaciju prirodnih, društvenih, kulturnih i znanstvenih pojava, ali i argumentaciju i teorijsko oblikovanje znanja te metajezичno i refleksivno promišljanje o idejama, tekstovima i praksama. Opći intelektualni vokabular predstavlja onaj dio intelektualnog vokabulara koji nije vezan uz jednu specifičnu disciplinu, nego se koristi u različitim područjima znanosti, humanistike, obrazovanja i javnog diskursa kao opći analitički i konceptualni alat. Uglavnom je riječ o pojmovima koji imaju visok stupanj apstrakcije, primjenjivi su u više disciplina te služe kao temeljni instrumenti konceptualnog mišljenja. Kako se u posljednje vrijeme, osobito u obrazovnom kontekstu, uočavaju problemi vezani uz dubinu i širinu vokabulara mladih, specifično riječi općeg intelektualnog

vokabulara, u NPOO projektu *Socijalna konstrukcija intelektualnog vokabulara čitanjem* (SKAZ) polazimo od teze da receptivni i ekspresivni vokabular ovise o obrazovanosti i načitanosti. Zbog toga smo pokrenule rad na izradi baze riječi općeg intelektualnog vokabulara iz korpusa osnovnoškolskih i srednjoškolskih udžbenika iz pet nastavnih područja – povijesti, biologije, hrvatskoga jezika, matematike i geografije. Izvijestit ćemo o ekscerpiranju potencijalno relevantnih leksičkih jedinica i sužavanju analitičkog uzorka uz primjenu kriterija frekvencijske rasprostranjenosti i predmetne distribucije. Broj ekscerpiranih riječi premašuje petnaest tisuća jedinica, a cilj je formiranje popisa od tisuću jedinica spremnih za preliminarnu analizu. Na skupu ćemo iznijeti probleme s kojima smo se suočile u procesu ekscerpiranja i selekcije, poput razgraničenja između općega akademskog leksika i predmetno-specifične terminologije, tretmana višeznačnih riječi te statusa izvedenica i različitih gramatičkih oblika. Cilj rada u tom je kontekstu predstaviti kriterije i postupke u procesu kategorizacije riječi općeg intelektualnog vokabulara u hrvatskom obrazovnom kontekstu koji mogu poslužiti kao metodološka osnova za sustavnije proučavanje toga vokabulara u hrvatskom školskom diskursu. Takav popis može imati višestruku primjenu: u lingvističkim istraživanjima akademskoga jezika, u izradi nastavnih materijala te u razvoju strategija za poticanje jezične i čitateljske kompetencije učenika u različitim predmetima.

Ključne riječi: opći intelektualni vokabular, receptivni i ekspresivni vokabular, načitanost, baza podataka, kriteriji ekscerpiranja

How to develop an intellectual vocabulary?

Intellectual vocabulary may be defined as a set of concepts, expressions, and terminological patterns used to shape, articulate, and exchange complex ideas, concepts, and interpretations in the domains of thought, science, culture, and public debate. It refers to a lexical layer that enables abstract thinking, the analysis and interpretation of natural, social, cultural, and scientific phenomena, as well as argumentation and the theoretical formation of knowledge, and metalinguistic and reflective thinking about ideas, texts, and practices. General intellectual vocabulary denotes that part of intellectual vocabulary which is not tied to a single specific discipline but is used across various fields of science, the humanities, education, and public discourse as a general analytical and conceptual tool. It largely consists of concepts characterized by a high degree of abstraction, applicable across multiple disciplines, and functioning as fundamental instruments of conceptual thinking. As recent observations—particularly within educational contexts—indicate difficulties related to the depth and breadth of young people’s vocabulary, specifically words belonging to the general intellectual vocabulary, the NPOO project *The Social Construction of Intellectual Vocabulary through Reading* proceeds from the premise that receptive and expressive vocabulary depend on education and reading experience. For this reason, we initiated the construction of a database of general intellectual vocabulary items extracted from a corpus of primary- and secondary-

school textbooks from five subject areas: history, biology, Croatian language, mathematics, and geography. The paper reports on the excerpting of potentially relevant lexical units and the narrowing of the analytical sample through the application of the criteria of frequency distribution and subject distribution. The number of excerpted words exceeds fifteen thousand units, while the goal is to produce a list of one thousand units ready for preliminary analysis. The presentation will address the challenges encountered during the processes of excerpting and selection, such as distinguishing between general academic vocabulary and subject-specific terminology, the treatment of polysemous words, and the status of derivatives and different grammatical forms. Within this framework, the aim of the paper is to present the criteria and procedures used in the process of categorizing words of general intellectual vocabulary in the Croatian educational context, which may serve as a methodological basis for a more systematic study of this vocabulary in Croatian school discourse. Such a list may have multiple applications: in linguistic research on academic language, in the development of teaching materials, and in the design of strategies aimed at fostering students' linguistic and reading competence across different subjects.

Key words: general intellectual vocabulary, receptive and expressive vocabulary, reading experience, database, excerpting criteria

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Od pogreške do obrasca: prema sustavnoj tipologiji jezičnih odstupanja u učeničkim pisanim tekstovima

U osnovnoškolskoj nastavi Hrvatskoga jezika pisanje eseja jedan je od temeljnih oblika razvijanja i provjere učeničke pismenosti. To su tekstovi obično na zadanu temu u kojima se očekuje oblikovanje smislenoga, sadržajno povezanoga i jezično pravilnoga pisanog iskaza, kao i ovladanost svim razinama norme hrvatskoga standardnog jezika. Prema Kurikulu za nastavni predmet Hrvatski jezik (NN/2019) u obliku školskih zadaća pišu se od 5. razreda osnovne škole. Premda je riječ o vrijednom resursu za analizu razvoja pisane kompetencije, ne postoji sustavna analiza jezičnih obilježja ni tipova pogrešaka u školskim zadaćama, osobito na većem, geografski raspršenom i reprezentativnom korpusu tekstova. Naime, dosadašnja su istraživanja uglavnom provedena na manjim uzorcima (Češi 2015), tekstovima ciljano pisanim za potrebe istraživanja (Aladrović Slovaček 2012, Cvikić i Aladrović Slovaček 2016) ili su usmjerena na jednu od razina standardnojezične norme (Alerić 2009).

U okviru projekta *Školarac: <tragovi u riječima>* (NPOO 581-990-1025) prikupljen je korpus tekstova školskih zadaća učenika viših razreda osnovnih škola s područja cijele Hrvatske s

ciljem longitudinalnoga istraživanja obilježja i promjena učeničkoga pisanoga jezika. Korpus obuhvaća 5937 tekstova iz 36 osnovnih škola koji su anonimizirani, digitalizirani i pripremljeni za računalnu analizu. Kako bi se izradio skup analitičkih kriterija za sustavno uočavanje i razvrstavanje jezičnih pogrešaka u učeničkim tekstovima, izdvojen je slučajan uzorak učeničkih radova uravnotežen prema dobi i spolu, ukupno 40 tekstova. Na temelju provedene kvalitativne analize izdvojenoga uzorka te usuglašavanja među istraživačima, izrađen je skup analitičkih kriterija obilježavanja jezičnih pogrešaka. Ti su kriteriji razvrstani na fonološko-pravopisnu, morfološko-sintaktičku, semantičku i diskurzivnu razinu analize, čime su obuhvaćene relevantne razine jezične strukture, ali i dogovorna razina pravopisa. Uz očekivana odstupanja na fonološkoj i pravopisnoj razini, znatan dio odstupanja čine različite vrste morfološko-sintaktičkih pogrešaka: od uporabe razgovornih oblika i pogrešne uporabe prijedloga, reda riječi u rečenici i slaganja, do odnosa među rečeničnim sastavnicama. Uz to, organizacija teksta, kohezija i koherentnost nerijetko su toliko narušene da je cjelokupni smisao teksta mjestimice teško rekonstruirati. Cilj izlaganja je prikazati metodološki okvir i analitičke postupke definiranja i uspostave sustava pogrešaka. Posebna pozornost posvetit će se izazovima rada na konkretnim tekstovima te će se ponuditi okvir primjenjiv u daljnjim istraživanjima pisanoga izražavanja u školskom kontekstu.

Ključne riječi: pisanje, materinski jezik, učenički jezik, korpus

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From error to pattern: Toward a systematic typology of language mistakes in students' written texts

In Croatian language teaching at the primary school level, essay writing is one of the fundamental forms of developing and assessing students' literacy. These texts are usually

written on an assigned topic and are expected to present a meaningful, content-coherent and linguistically correct written expression, as well as mastery of all levels of the norm of the Croatian standard language. According to the Curriculum for the Subject Croatian Language (NN/2019), such essays are written as school assignments from the 5th grade of primary school onward. Although they represent a valuable resource for analysing the development of writing competence, there is still no systematic analysis of linguistic features or types of errors in school essays, especially based on a larger, geographically dispersed and representative corpus of texts. Previous research has mostly been conducted on smaller samples (Češi 2015), on texts written specifically for research purposes (Aladrović Slovaček 2012, Cvikić & Aladrović Slovaček 2016), or has focused on only one level of the standard language norm (Alerić 2009).

Within the project *Školarac: <Traces in Words>* (NPOO 581-990-1025), a corpus of school essays written by upper-grade primary school students from across Croatia has been collected with the aim of conducting a longitudinal study of the characteristics and changes in students' written language. The corpus comprises 5,937 texts from 36 primary schools, which have been anonymized, digitized, and prepared for computational analysis. In order to develop a set of analytical criteria for the systematic identification and classification of linguistic errors in student texts, a random sample of student essays balanced by age and gender was selected, comprising a total of 40 texts. Based on a qualitative analysis of this sample and agreement among the researchers, a set of analytical criteria for annotating linguistic errors was developed.

These criteria are organized into phonological-orthographic, morphological-syntactic, semantic, and discourse levels of analysis, thereby covering the relevant levels of linguistic structure as well as the conventional level of orthography. In addition to expected deviations at the phonological and orthographic levels, a substantial proportion of deviations consists of various types of morphological-syntactic errors: from the use of colloquial forms and incorrect use of prepositions to problems with word order, agreement, and relations among sentence constituents. Furthermore, text organization, cohesion, and coherence are often so disrupted that the overall meaning of the text is at times difficult to reconstruct. The aim of the presentation is to outline the methodological framework and analytical procedures used to define and establish a system of errors. Particular attention will be devoted to the challenges of working with authentic student texts, and a framework applicable to future research on written expression in the school context will be proposed

Key words: writing, first language, student language, corpus

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Metaphor in political discourse: From conceptualization to persuasion

Metaphors are everywhere in political discourse, but they are rarely mere ornaments or neutral figures of speech. Politicians have long exploited their power to frame reality and influence audiences' emotions and perceptions. Yet how exactly metaphors construct political leadership and shape audience understanding warrants closer examination.

This study investigates the role of conceptual metaphor in contemporary American political discourse, focusing on how metaphors are cognitively structured and how they function as persuasive tools. The research combines Conceptual Metaphor Theory (Lakoff & Johnson 1980) and Critical Metaphor Analysis (Charteris-Black 2011) to examine both the metaphorical patterns and their persuasive functions in political communication. The corpus consists of speeches, press conferences, and interviews delivered by Donald Trump across a range of topics and time periods.

The analysis identifies several dominant conceptual metaphors and reveals that Trump skillfully and strategically deploys them to construct himself in different roles as the political moment and its momentum demand. Together, these metaphors construct a labyrinth of Trump's own making, a political reality that audiences feel emotionally, largely unaware of its metaphorical foundation, and all the more persuasive for it. They also reinforce an us-versus-them binary central to his rhetoric. The findings further demonstrate that metaphor selection is not haphazard but rooted in Trump's background and political context, revealing that metaphors not only reflect but actively construct political reality, from conceptualization to persuasion.

Key words: conceptual metaphor, political discourse, Critical Metaphor Analysis, Donald Trump, persuasion

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Does frequency matter? English loanwords and lexical choice among Croatian students

The penetration of English into Croatian vernacular has become widespread and has been well documented in previous research on language contact and lexical borrowing (see Ćurković et al. 2017, Balenović & Mesić 2022, Bogunović 2023, Borucinsky & Bogunović 2022 etc.). To examine both the loanword choices students make and the attitudes they implicitly convey toward the influence of English on Croatian, we conducted a questionnaire-based study among 363 students drawn from relatively heterogeneous study programs. The presentation focuses on the section of the questionnaire in which participants were asked to choose between a Croatian expression and its English counterpart, selecting the form they use more frequently in everyday communication. Specifically, we investigate whether corpus frequency has predictive value for these choices; i.e., we test whether the frequency of the expressions in large web-based corpora (EnTenTen21 for English and MaCoCu for Croatian) correlates with students' selections. Here, we treat frequency as a proxy for everyday language exposure and usage (cf. Schmid 2020). Our initial hypothesis was that higher frequency of a term, both in English corpora and in the Croatian segment of internet usage, would increase the likelihood of that term being selected by students. Contrary to expectations, the results show no correlation between the frequency of English expressions in English corpora (whether measured with or without part-of-speech constraints) and students' questionnaire choices. Furthermore, a more fine-grained measure, namely the difference between the relative frequencies (per million tokens) of the English and Croatian equivalents in their respective corpora, also fails to show any predictive effect. The only significant correlation we find emerges for the frequency of English expressions within Croatian corpora, where higher frequency corresponds to a greater likelihood of students selecting the English term over the Croatian one. A similar correlation is found when comparing the frequency difference between English and Croatian expressions within Croatian corpora alone. In the final part of the presentation, we speculate on why frequency in native English usage does not necessarily serve as a reliable indicator for the adoption and entrenchment of English expressions in a recipient language such as Croatian (cf. Hakimov & Backus 2021).

Key words: language contact, corpus linguistics, lexical borrowing, student English language use, frequency effects

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From conceptualization to use: Strategic processes in adult L2 acquisition

This study examines how a multilingual adult navigates new linguistic spaces through late second language acquisition. Focusing on ‘Qassim’, who began learning English at age 29 with limited formal schooling, the study explores how strategic resources are mobilized across social and linguistic contexts. Drawing on the Fundamental Difference Hypothesis and a person in context perspective, the analysis shifts attention from age related constraints to the mechanisms that support learning in adulthood.

Data from proficiency assessments, academic records, and semi structured interviews show that Qassim achieved functional proficiency, including 91 percent grammatical accuracy, through explicit and strategic learning rather than implicit acquisition. His development was supported by compensatory mechanisms that are inherently multilingual. These include the active use of his existing languages for cross linguistic transfer, structured engagement with media, and sustained peer interaction in multilingual settings. These practices illustrate how

the learner moves across linguistic systems and adapts to new communicative demands. The findings provide a grounded account of how multilingual repertoires function as resources in late language development. They also show how social participation and strategic effort enable progress outside formal educational pathways.

The study contributes to research on multilingualism and adult language learning by demonstrating how late L2 development is shaped by the interaction of cognitive strategies, social context, and multilingual resource use. It challenges deficit views of late acquisition and highlights the role of agency in navigating new linguistic environments.

Key words: adult second language learning, fundamental difference hypothesis, compensatory capacity, learner agency, multilingualism

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Sintaktičko-semantička i leksikografska obrada povratnih glagola: što smo otkrili i pronašli o glagolima *otkriti se* i *pronaći se*?

Povratni glagoli teorijski su izazovan koncept pri određivanju načina obrade u primijenjenome jezikoslovlju. Njihova podjela na podvrste u tradicionalno usmjerenim gramatikama hrvatskoga jezika slijedi donekle usustavljenu terminologiju („*pravi*” i „*nepravi*” *povratni glagoli*, *uzajamnopovratni glagoli* itd.), ali autori do jednakih naziva ne dolaze prema jednakim morfološkim ili semantičkim kriterijima. Suvremeni autori zbog nesustavnosti modela opisa kritički gledaju na te podjele, pa dovode u pitanje i tradicionalne podjele i sam naziv *povratnost* te povezanost oblika *se* u tim glagolima s konceptom povratnosti zamjenice *sebe*.

Koncepte leksikografskih obrada povratnih inačica glagola u suvremenim općim rječnicima hrvatskoga jezika također se može sagledati na sličan način. Naime, u većini se rječnika kao zasebne natuknice obrađuju glagoli koji imaju česticu *se* kao neizostavni dio povratnoga glagola (*smijati se*, *bojati se*) ili recipročnoga glagola (*natjecati se*), a povratne inačice za glagole koji supostoje i bez čestice *se* obrađuju se kao izdvojena značenja unutar te natuknice, ponovno bez obzira na to je li riječ o izvedenome (*čuvati / čuvati se*) ili recipročnome značenju (*ljubiti / ljubiti se*).

Na razmeđu gramatičkih i leksikografskih koncepcijskih pristupa pojmu povratnih glagola i dubinskome opisu njihovih oprimjerenja nalaze se valencijski rječnici ili leksikoni. Dva digitalna resursa nastala u 21. stoljeću koji se bave glagolskim valencijama u hrvatskome

jeziku, *Crovallex* i *e-Glava*, povratne glagole kao zasebne rječničke unose obrađuju ako imaju česticu *se* kao obvezni element, a sve ostale obrađuju kao dodatna ili posebna značenja pod natuknicama koje imaju i prijelaznu ili neprijelaznu inačicu. No ni u tim resursima nije nužno riječ o pukom preslikavanju općejezičnih leksikografskih primjena, nego oba pritom metodološki slijede svoje teorijske uzore češke ili njemačke škole pristupa glagolskim valencijama.

U ovome radu na nekoliko istaknutih primjera (glagoli *otkriti* / *otkriti se te pronaći* / *pronaći se*) pokazat ćemo kako se glagolske inačice s česticom *se* pri izradi hrvatskoga glagolskog leksikona *Verbion* metodološki opravdano obrađuju kao zasebne natuknice. Naglasak će biti na doradenim opisima značenja, odnosno potpuno novim definicijama i preciznijem uspostavljanju sintaktičkih obrazaca i semantičkih uloga u novoopisanim argumentnim strukturama.

Ključne riječi: hrvatski jezik, povratni glagoli, reflektivni glagoli, glagolske valencije, rječnik

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Syntactic-semantic and lexicographic treatment of reflexive verbs: What have we discovered about the verbs *otkriti se* and *pronaći se*?

Reflexive verbs represent a theoretically challenging concept in determining appropriate approaches to their treatment in applied linguistics. Their classification into subtypes in traditionally oriented grammars of Croatian follows a somewhat systematic terminology (“true” and “non-true” reflexive verbs, reciprocal verbs, etc.). However, authors do not arrive at these shared labels on the basis of consistent morphological or semantic criteria. Due to the lack of systematicity in descriptive models, contemporary scholars take a critical stance toward such classifications, questioning both traditional divisions and the very notion of

reflexivity, as well as the connection between the clitic *se* in these verbs and the concept of reflexivity associated with the pronoun *sebe* ('self').

The lexicographic treatment of reflexive variants of verbs in contemporary general dictionaries of Croatian may be viewed in a similar light. In most dictionaries, verbs that contain the clitic *se* as an obligatory component of a reflexive verb (*smijati se* 'to laugh', *bojati se* 'to be afraid') or a reciprocal verb (*natjecati se* 'to compete') are treated as separate headwords. By contrast, reflexive variants of verbs that also occur without the clitic *se* are treated as separate senses within the same entry, regardless of whether they involve derived (*čuvati* 'to guard' / *čuvati se* 'to beware') or reciprocal meaning (*ljubiti* 'to kiss' / *ljubiti se* 'to kiss each other').

Valency dictionaries and lexicons are situated at the intersection of grammatical and lexicographic approaches to reflexive verbs and the deeper description of their realizations. Two digital resources developed in the 21st century that address verb valency in Croatian, *Crovallex* and *e-Glava*, treat reflexive verbs as separate lexical entries when the clitic *se* is an obligatory element, while all other reflexive variants are described as additional or distinct meanings within entries that also have transitive or intransitive variants. However, these resources do not merely replicate general lexicographic practice; rather, both methodologically follow theoretical models originating in the Czech and German traditions of valency theory.

Using several illustrative examples – the verbs *otkriti* ('to uncover, to discover') / *otkriti se* ('to reveal oneself') and *pronaći* ('to find') / *pronaći se* ('to find oneself') – this paper demonstrates how verb variants with the clitic *se* are methodologically justified as separate entries in the Croatian verb lexicon *Verbion*. The focus is on refined meaning descriptions: entirely new definitions and a more precise establishment of syntactic patterns and semantic roles within newly described argument structures.

Key words: Croatian language, reflexive verbs, verb valency, lexicon, dictionary

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Multilingualism meets the concept of mother tongue

Globalization and the migration processes accompanying it, have fundamentally transformed social structures, creating new superdiverse linguistic spaces (Vertovec 2007), in which different language ideologies encounter and interact with one another. The research presented here examines how the monolingual ideology described by Silverstein (1996) – which is particularly strong within the Hungarian speech community – influences ways of

thinking about multilingualism. A central concept within monolingual language ideology is that of the mother tongue, to which a strong emotional attachment is associated. According to prevailing conceptions, it is through the mother tongue that we come to know the world, express our deepest emotions, and interpret unfamiliar linguistic elements. Normative ideologies related to the mother tongue regard the standard variety as the legitimate and absolute benchmark (Blommaert 2008). This aligns with nation-state language ideology, which constructs language as a temporally and spatially static unit and treats it as a context-independent, unchanging entity (Silverstein 1996). In contrast, the framework of multilingualism emphasizes that speakers' linguistic competences are fragmented, context-dependent, and tied to different temporal and spatial domains (Blommaert – Collins – Slembrouck 2005).

The longitudinal research follows the linguistic and social experiences of parents and their children living in families who emigrated from Hungary over a ten-year period. The aim was to explore how migration affects the linguistic changes in everyday language use, how linguistic dominance shifts over time, what different family members think about language proficiency and the mother tongue, and how the altered linguistic environment reshapes communication within the family.

Through empirical examples drawn from the research, the presentation shows the characteristic features of the mother tongue as a construct underlying monolingual language ideology, as well as the distinctive features of multilingual language use. These two logics do not align coherently, consequently, speakers find themselves in self-contradictory positions. This tension highlights the coexistence of a canonized, group-level monolingual ideology and the individual lived experience of multilingual competence. Analyzing this tension contributes to a deeper understanding of how thinking about the mother tongue and multilingualism is shaped within a globalized social space.

Key words: migration, superdiversity, multilingualism, mother tongue, language ideology

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Preliminarna analiza kohezije i koherencije u verbalnoj produkciji diskursa kod Alzheimerove demencije

Izlaganje će se temeljiti na analizi verbalne produkcije diskursa u pacijenata s Alzheimerovom demencijom, što dosad nije detaljnije istraživano u hrvatskome jeziku iz lingvističke perspektive. Ispitat će se jezična sredstva koja sudjeluju u uspostavljanju kohezije i koherencije unutar diskursa. Cilj je studije istražiti potaknutu verbalnu produkciju na temelju zadatka slikovnog opisa. Zadatak je standardni dio testa za procjenu jezičnih sposobnosti MLSE-HR (engl. *Mini Linguistic State Examination*, Patel *et al.* 2021), usmjerenog na dijagnostiku i klasificiranje primarne progresivne afazije. U istraživanju je sudjelovalo jedanaest ispitanika oboljelih od Alzheimerove demencije i jedanaest ispitanika kontrolne skupine ujednačenih po dobi, spolu i stupnju obrazovanja. Klinička populacija, koja je uključivala četiri žene i sedam muškaraca, bila je u dobnom rasponu od 69 to 93 godine, s trajanjem bolesti, računajući od trenutka dijagnoze, od jedne do 8 godina, pri čemu osam ispitanika boluje godinu dana, po jedan dvije odnosno tri godine, te jedan 8 godina. Prikupljen je korpus verbalne produkcije ispitanika koji je transkribiran te analiziran u skladu s teorijskim modelom koji su predložili Halliday i Hassan (1976) te Beaugrande i Dressler (2010). Preliminarna analiza provedena na uzorku kliničke populacije pokazuje značajna odstupanja u odgovorima koji se najprije mogu podijeliti na dva tipa prema kriteriju usklađenosti odgovora s realnošću prikazanom na podražajnoj slici (relevantnost/nerelevantnost odgovora s obzirom na zadatak). Među relevantnim odgovorima izdvajaju se nadalje tri tipa verbalne produkcije: 1. nabranje bez uspostave veze između elemenata na podražajnoj slici; 2. uspostava veze među elementima na podražajnoj slici, što daje mogućnost analize kohezivnih sredstava; 3. naznake narativne produkcije koje se odvijaju unutar poznatih shema (Brown i Yule 1983, Lakoff 1987), što uključuje izvođenje pretpostavki o sudionicima događaja prikazanog na podražajnoj slici.

Ključne riječi: verbalna produkcija diskursa, kohezija, koherencija, Alzheimerova demencija

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A preliminary analysis of cohesion and coherence in verbal discourse production in Alzheimer's dementia

This presentation reports on an analysis of discourse-level verbal production in patients with Alzheimer's dementia, which has not yet been examined in greater detail in the Croatian language from a linguistic perspective. The study focuses on the linguistic features that contribute to the establishment of cohesion and coherence within discourse. Specifically, it examines elicited verbal production generated in a picture-description task. The task is a standard part of the MLSE-HR (*Mini Linguistic State Examination*, Patel *et al.* 2021), a language assessment tool designed for the diagnosis and classification of primary progressive aphasia. The study sample comprised eleven individuals diagnosed with Alzheimer's dementia and eleven control participants matched for age, sex, and educational level. The clinical group included four women and seven men, between 69 and 93 years of age. Disease duration, calculated from the time of diagnosis, ranged from one to eight years: eight participants had been diagnosed one year prior to testing, while three participants had been diagnosed two, three and eight years prior to testing, respectively. A corpus of elicited verbal productions was collected, transcribed, and analyzed in accordance with the theoretical frameworks proposed by Halliday & Hassan (1976) and de Beaugrande and Dressler (2010). Preliminary findings from the clinical sample reveal substantial deviations in discourse organization. Responses can initially be categorized into two broad types according to their correspondence with the reality depicted in the stimulus image, that is, their task relevance versus irrelevance. Within the set of task-relevant responses, three distinct patterns of verbal production emerge: (1) simple naming of depicted elements without establishing relations among them; (2) explicit articulation of relations among elements in the stimulus image, allowing for analysis of cohesive mechanisms; and (3) emergent narrative production structured within familiar cognitive schemata (Brown & Yule 1983, Lakoff 1987), involving inferential elaboration about the participants and events represented in the image.

Key words: verbal discourse production, cohesion, coherence, Alzheimer's disease

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Kako nove riječi postaju rječničke natuknice?

U jezicima se gotovo svakodnevno pojavljuju nove riječi kako bi se imenovale nove pojavnosti ili kako bi se postigao određeni stilski učinak. Njihovo razumijevanje može biti izazovno i za izvorne govornike, a osobito je zahtjevno njihovo razumijevanje na drugom jeziku. Stoga postoji potreba za izradom rječnika novih riječi, no postavlja se pitanje na koji način nove riječi postaju rječničke natuknice.

U suvremenoj leksikografiji proces uvrštavanja novih riječi u rječnike predstavlja kompleksan fenomen koji povezuje lingvističku inovaciju, korpusnu potvrdu i uredničku procjenu. Prema funkcijskoj teoriji leksikografije (Fuentes-Olivera i Tarp 2014) rječnik je u prvom redu instrument korisnika, a izbor natuknica određuje se prema njihovoj komunikacijskoj funkciji. Stoga nova riječ mora proći kroz višestupanjski proces kako bi se našla u rječniku. U ovom su izlaganju u središtu zanimanja rječnici novih riječi, i to oni mrežni jer se osnovna hipoteza odnosi na nužnost izrade mrežnih rječnika kao alata koji omogućavaju najbržu reakciju na leksičke inovacije te neprestanu aktualizaciju (Klosa-Kückelhaus i Tiberius 2024). Metodološki okvir čini podjela rječnika i faza leksikografskog procesa prema Klosa-Kückelhaus i Tiberius (ibid.) Kao primjeri jednojezičnih rječnika novih riječi analiziraju se *Neologismenwörterbuch* Leibnizova instituta za njemački jezik i *Rječnik neologizama* Zavoda za lingvistiku Filozofskog fakulteta Sveučilišta u Zagrebu dok se kao primjer dvojezičnog rječnika novih riječi prikazuje mrežna platforma Digilex^{PLUS} koja obuhvaća tri rječnika: *Njemačko-hrvatski rječnik leksičkih inovacija (do 2015.)*, *Njemačko-hrvatski rječnik novih riječi (od 2015.)* i *Koronarječnik*. U jednojezičnim rječnicima nove su riječi pokazatelji suvremenih rječotvorbenih postupaka i odraz cjelokupnog društvenog razvoja neke jezične zajednice. U dvojezičnim se rječnicima njima pridružuju prijevodni ekvivalenti koji se mogu analizirati prema prevoditeljskim postupcima te omogućuju kontrastivnu analizu novog leksika. Takvi rječnici više nisu samo pasivna zbirka riječi, nego se mogu smatrati aktivnim sudionikom u leksičkim promjenama.

Rezultat istraživanja ukazuje na složen proces ulaska nove riječi u rječnik pri čemu se ističe potreba za specijaliziranim rječnicima novih riječi. Oni su iznimno koristan alat za prevoditelje, nastavnike materinskog i stranih jezika, znanstvenike kao izvor za mnogobrojna istraživanja te za široku javnost. Uvid u neke od postojećih rječnika novih riječi može biti poticaj za slične leksikografske projekte za druge jezike.

Ključne riječi: nove riječi, rječnik, leksičke promjene

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How do new words become dictionary entries?

In languages, new words appear almost on a daily basis in order to name new phenomena or to achieve a particular stylistic effect. Their comprehension can be challenging even for native speakers, and understanding them in a second language is especially demanding. Therefore, there is a need to compile dictionaries of new words; however, the question arises as to how new words become dictionary entries.

In contemporary lexicography, the process of including new words in dictionaries represents a complex phenomenon that connects linguistic innovation, corpus attestation, and editorial evaluation. According to the functional theory of lexicography (Fuertes-Olivera & Tarp 2014), a dictionary is primarily a user-oriented tool, and the selection of headwords is determined by their communicative function. Consequently, a new word must undergo a multi-stage process before being included in a dictionary. This presentation focuses on dictionaries of new words, particularly online dictionaries, as the main hypothesis concerns the necessity of developing online dictionaries as tools that enable the fastest possible response to lexical innovations and continuous updating (Klosa-Kückelhaus & Tiberius 2024). The methodological framework is based on the classification of dictionaries and the phases of the lexicographic process according to Klosa-Kückelhaus and Tiberius (*ibid.*).

As examples of monolingual dictionaries of new words, the *Neologismenwörterbuch* of the Leibniz Institute for the German Language and the *Dictionary of Neologisms* of the Department of Linguistics, Faculty of Humanities and Social Sciences, University of Zagreb are analysed. As an example of a bilingual dictionary of new words, the online platform DigilexPLUS is presented; it comprises three dictionaries: the German-Croatian Dictionary of Lexical Innovations (up to 2015), the German-Croatian Dictionary of New Words (since 2015), and the Corona Dictionary.

In monolingual dictionaries, new words serve as indicators of contemporary word-formation processes and reflect the overall social development of a given speech community. In bilingual dictionaries, they are accompanied by translation equivalents that can be analysed according to translation strategies and that enable a contrastive analysis of new lexis. Such dictionaries are no longer merely passive collections of words but may be regarded as active participants in lexical change.

The results of the research point to the complex process by which a new word enters a dictionary and highlight the need for specialised dictionaries of new words. These are extremely useful tools for translators, teachers of first and foreign languages, researchers as a source for numerous studies, and for the general public. An overview of some existing dictionaries of new words may serve as an incentive for similar lexicographic projects in other languages.

Key words: new words, dictionary, lexical change

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Diskursno-pragmatičke funkcije fragmentarnih i eliptičnih konstrukcija u narativima hrvatskih TikTok videozapisa

U diskursu društvenih mreža sve su učestalije fragmentarne i eliptične konstrukcije, ne kao reducirani ili deficitni oblici izražavanja, već kao konvencionalizirane diskursne strategije svojstvene komunikaciji na društvenim mrežama.

Ovo istraživanje polazi od pretpostavke da se videozapisi na društvenim mrežama mogu promatrati kao svojevrsni narativi u kojima su fragmentarne i eliptične konstrukcije stabilan i funkcionalno diferenciran dio diskursa, koji sustavno sudjeluje u izgradnji evaluacije, stavova govornika i organizaciji narativne strukture. Eliptične konstrukcije označavaju iskaze čiji je dio strukture izostavljen, ali ga je moguće rekonstruirati, dok se fragmentarne konstrukcije smatraju pragmatički zaokruženim jedinicama koje ne tvore potpunu rečeničnu strukturu.

Teorijski okvir istraživanja oslanja se na evaluacijski i pozicijski pristup narativu (Bamberg 1997), čije je ključno pitanje pozicioniranje govornika prema događaju, publici i samome sebi. U takvim narativima može se uočiti da fragmentarne i eliptične konstrukcije nisu krnji i nepotpuni iskazi, nego resursi za izražavanje stava, identiteta i oblikovanje pripovjedne perspektive.

Odabrana je platforma TikTok zbog svoje multimodalnosti, društvene relevantnosti te specifičnog načina oblikovanja narativa. Preliminarno je istraživanje provedeno na korpusu od 10 videozapisa na hrvatskome jeziku s prosječnim trajanjem od oko 90 sekundi, filtriranih *hashtagovima* #StorytimeHrvatska i #StorytimeBalkan. Na navedenom je korpusu provedena kvalitativna diskursno-pragmatička analiza, usmjerena na pragmatičku funkciju fragmentarnih i eliptičnih konstrukcija u sekvencijalnoj organizaciji priče. U skladu s pristupom „malih priča” (Georgakopoulou 2015), naracija na TikToku promatra se kao

fragmentiran i multimodalan oblik pripovijedanja te stoga ne slijedi nužno kanonsku narativnu strukturu, no ipak ostvaruje određenu koherentnost.

Dobiveni su rezultati pokazali prisutnost triju visokofrekventnih funkcija fragmentarnih i eliptičnih konstrukcija: narativne funkcije, koja označava temeljni slijed događaja ili prijelaz u priči, evaluativne funkcije, koja izražava emocije, stav ili reakciju te funkcije formulaične (prefabricirane) sekvence, sastavljene od konvencionaliziranih izraza koji strukturiraju i dramtiziraju narativ (Wray 2002), pri čemu su navedene funkcije često pod utjecajem relevantnih internetskih trendova. Visoka frekvencija istaknutih konstrukcija može se objasniti načelima pragmatičke ekonomičnosti i generaliziranih konverzijskih implikatura u kojima se rekonstrukcija značenja djelomično prebacuje s eksplicitnog kodiranja na kontekstualno zaključivanje (Levinson 2000).

Rezultati time podupiru inicijalnu hipotezu da su fragmentarne i eliptične konstrukcije u diskursu društvenih mreža ustaljeni i funkcionalni resursi, koji unutar svoga multimodalnoga komunikacijskoga okruženja omogućuju uspješnu i pragmatički ekonomičnu naraciju.

Ključne riječi: diskurs, društvene mreže, fragmentarnost, eliptičnost, pragmatička ekonomičnost

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Discourse-pragmatic functions of fragmentary and elliptical constructions in Croatian TikTok video narratives

In social media discourse, fragmentary and elliptical constructions are increasingly frequent, not as reduced or deficient forms of expression, but as conventionalized discourse strategies characteristic of communication on social media.

This study assumes that social media videos can be viewed as a specific type of narrative in which fragmentary and elliptical constructions constitute a stable and functionally

differentiated part of discourse, systematically contributing to the construction of evaluation, the expression of stance, and the organization of narrative structure. Elliptical constructions refer to utterances in which part of the structure is omitted but can be reconstructed, whereas fragmentary constructions are treated as pragmatically complete units that do not form a full sentential structure.

The theoretical framework of the study draws on the evaluative and positioning approach to narratives (Bamberg 1997), whose central concern is the positioning of speakers in relation to the event, the audience, and themselves. Within such narratives, fragmentary and elliptical constructions are not regarded as truncated or incomplete utterances, but rather as resources for the expression of stance, identity, and the shaping of narrative perspective.

The platform TikTok was selected due to its multimodality, social relevance, and its specific mode of narrative construction. The preliminary study was conducted on a corpus of ten videos in Croatian, with an average duration of approximately 90 seconds, filtered using the hashtags #StorytimeHrvatska and #StorytimeBalkan. A qualitative discourse-pragmatic analysis was conducted on this corpus, focusing on the pragmatic function of fragmentary and elliptical constructions in the sequential organization of the narrative. In accordance with the “small stories” approach (Georgakopoulou 2017), narration on TikTok is viewed as a fragmented and multimodal form of storytelling and therefore does not necessarily follow a canonical narrative structure, yet maintains a certain degree of coherence.

The results indicate the presence of three high-frequency functions of fragmentary and elliptical constructions: a narrative function, which marks the basic sequence of events or a transition in the story; an evaluative function, which expresses emotions, stance, or reaction; and a function of formulaic (prefabricated) sequences, consisting of conventionalized expressions that structure and dramatize the narrative (Wray 2002), whereby these functions are often influenced by relevant internet trends. The high frequency of these constructions can be explained by the principles of pragmatic economy and generalized conversational implicatures, in which the reconstruction of meaning is partially shifted from explicit encoding to contextual inference (Levinson 2000).

The findings thus support the initial hypothesis that fragmentary and elliptical constructions in social media discourse constitute established and functional resources which, within their multimodal communicative environment, enable effective and pragmatically economical narration.

Key words: discourse, social media, fragmentation, ellipsis, pragmatic economy

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Integracija japansko-hrvatskog rječnika WaKu u prototip jezičnog tutora

Rad se bavi integracijom japansko-hrvatskog mrežnog rječnika WaKu u prototip digitalnog jezičnog tutora SmirAI, razvijenog za učenje japanskog jezika u kontekstu turizma u okviru projekta VIRAI (Language for Real and Virtual Worlds). Istraživački problem proizlazi iz nedostatka lokalno kontekstualiziranih i leksički bogatih resursa za učenje japanskog jezika u hrvatskom okruženju, osobito u području jezika struke.

Teorijski okvir rada temelji se na računalno potpomognutom učenju jezika (CALL), korpusno utemeljenoj pedagogiji i leksikografiji za učenje jezika, uz poseban naglasak na pristupe poput Data-Driven Learning i task-based učenja (Srdanović 2020). Rad se nadovezuje na istraživanja o digitalnim rječnicima i AI-potpomognutoj leksikografiji (De Schryver 2024, Lew 2024), kao i na ranije projekte razvoja japansko-hrvatskih rječničkih resursa, koji ukazuju na potrebu za učenju usmjerenim, dvojezičnim alatima u materinskom jeziku. Razvoj rječnika WaKu odvija se već niz godina kao suradnički projekt uz aktivno sudjelovanje studenata kao suautora (co-creators) leksičkih sadržaja u okviru nastave i projektnog rada. Ovaj rad nadovezuje se na prethodne pilot-projekte izrade japansko-hrvatskih rječnika i istraživanja o njihovoj primjeni u učenju jezika. Noviji pristupi uključuju primjenu umjetne inteligencije te integraciju dodatnih resursa, poput JEV (Sunakawa i dr. 2012), radi kontroliranog usklađivanja podataka, povećanja konzistentnosti i obogaćivanja rječnika primjerima, metapodacima i drugim leksikografskim informacijama.

Polazna hipoteza jest da integracija takvog leksičkog sustava u interaktivni, kontekstualizirani tutor može unaprijediti usvajanje vokabulara i razumijevanje stručnog diskursa u turizmu. Metodologija uključuje analizu mikrostrukture rječnika, odabir i prilagodbu leksičkih jedinica iz autentičnih korpusa turističkog diskursa te njihovu implementaciju u prototip kroz koncept „dinamičkog vokabulara“. Primijenjen je pristup dizajna usmjerenog na korisnika te provedena preliminarna evaluacija na uzorku studenata japanskog jezika. Rezultati pokazuju da integracija rječničkih natuknica s primjerima, prijevodima i dodatnim informacijama omogućuje učinkovitije učenje vokabulara u kontekstu. Znanstveni doprinos rada očituje se u povezivanju digitalne leksikografije, AI pristupa i razvoja jezičnih tehnologija u specifičnom obrazovnom kontekstu, uz prijedlog modela integriranog učenja temeljenog na rječničkim i korpusnim resursima.

Ključne riječi: japanski kao strani jezik, digitalna leksikografija, CALL, rječnik WaKu, jezik struke u turizmu

Integrating the Japanese–Croatian WaKu dictionary into a prototype language tutor

This paper explores the integration of the Japanese–Croatian online learner’s dictionary WaKu into the prototype language tutor SmirAI, developed within the VIRAI project (Language for Real and Virtual Worlds) for Japanese language learning in the tourism domain. The research problem arises from the lack of locally contextualized and lexically rich resources for Japanese language learning in Croatia, particularly in the field of language for specific purposes.

The theoretical framework is grounded in Computer-Assisted Language Learning (CALL), corpus-informed pedagogy, and learner-oriented lexicography (Srdanović 2020). The study builds on previous research on digital dictionaries, AI-assisted lexicography (De Schryver 2024, Lew 2024), and earlier Japanese–Croatian lexicographic projects, which highlight the need for learner-oriented bilingual resources in the learners’ mother tongue. The WaKu dictionary has been developed over several years as a collaborative project involving students as co-creators of lexical content. It builds upon earlier pilot dictionary projects and research in Japanese–Croatian lexicography. Recent approaches include the use of artificial intelligence and the integration of external resources, such as the Japanese Language Education Vocabulary List (JEV) (Sunakawa et al. 2012), to support controlled data alignment, improve consistency, and enrich entries with examples and metadata.

The main hypothesis is that integrating such a lexical resource into an interactive, context-rich tutor enhances vocabulary acquisition and comprehension of domain-specific discourse in tourism. The methodology includes dictionary analysis, corpus-based selection and adaptation of lexical items, and their implementation into the prototype through a “dynamic vocabulary” concept, followed by a user-centred evaluation. The results indicate improved contextual vocabulary learning and strong user appreciation of the integration of linguistic and cultural content. The contribution lies in linking digital lexicography, AI-enhanced approaches, and language technology development, proposing a model for integrated language learning systems.

Key words: Japanese as a foreign language, digital lexicography, CALL, WaKu dictionary, language for tourism

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Konstrukt naroda i strategije etiketiranja: Thompsonov koncert u političkom diskursu

Suvremeni politički diskurs ne odvija se isključivo unutar formalnih političkih institucija, već se artikulira i kroz kulturne događaje koji imaju simboličku funkciju. U tom kontekstu, cilj je ovoga rada analizirati politički diskurs o koncertu Marka Perkovića Thompsona, s posebnim naglaskom na diskurzivnu konstrukciju „naroda” i strategije etiketiranja kao ključne mehanizme političke polarizacije. Oslanjajući se na retoričku i kritičku analizu diskursa, rad analizira kako ideološki suprotstavljene skupine prikazuju i interpretiraju isti javni događaj. Istraživanje se temelji na kvalitativnoj retoričkoj i kritičkoj analizi diskursa javnih medijskih izjava političara i političarki s desnog i lijevog političkog spektra. Analiza diskurzivne konstrukcije „naroda“ fokusira se na to kako se narod homogenizira ili pluralizira, tko se uključuju, odnosno isključuje iz naroda te kako se „narod“ koristi za legitimizaciju diskursa. Retorička analiza strategije etiketiranja usmjerena je na evaluativne lekseme i kvalifikacije.

Korpus uključuje javne izjave političara i političarki s desnog i lijevog političkog spektra objavljene u medijima neposredno prije ili nakon koncerta. Rezultati pokazuju kako desni politički diskurs „narod” konstruira kao homogeni, brojčano nadmoćan i vrijednosno ujedinjen kolektiv, pri čemu se koncert legitimira kao izraz zajedništva, demokratskog prava i društvene stabilnosti. Nasuprot tome, lijevi politički diskurs izbjegava homogenizaciju te „narod” prikazuje kao pluralan i potencijalno ugrožen kolektiv, s naglaskom na moralnu i povijesnu odgovornost.

Također, rezultati analize pokazuju da obje strane koriste strategije etiketiranja kako bi delegitimirale svoje oponente. U desnom se diskursu kritika označava kao „histerija” i „politiziranje”, dok se u lijevom diskursu koriste moralizirajuće etikete poput „sramote”, „ekstremizma” i „ustaštva”. Zaključno, rad pokazuje da se politički sukob oko koncerta ne

vodi primarno oko glazbe ili sigurnosti, već oko simboličke kontrole značenja „naroda“ i legitimnosti javnog prostora. U tom smislu, rad doprinosi istraživanjima političkog diskursa prikazujući ulogu kulturnih događaja u procesima diskurzivne polarizacije.

Ključne riječi: diskurzivna konstrukcija naroda, kritička analiza diskursa, politički diskurs, politička polarizacija, strategije etiketiranja.

The construction of the people and labelling strategies: Thompson's concert in political discourse

Contemporary political discourse does not take place exclusively within formal political institutions but is also articulated through cultural events that acquire symbolic functions. In this context, the aim of this paper is to analyse political discourse surrounding the concert of Marko Perković Thompson, with particular emphasis on the discursive construction of “the people” and labelling strategies as key mechanisms of political polarisation. Drawing on rhetorical analysis and critical discourse analysis, the paper examines how ideologically opposed groups represent and interpret the same public event.

The research is based on a qualitative rhetorical and critical discourse analysis of public media statements made by politicians from the right- and left-wing political spectrum. The analysis of the discursive construction of “the people” focuses on how the people are homogenised or pluralised, who is included in or excluded from the people, and how “the people” are used to legitimise discourse. The rhetorical analysis of labelling strategies is directed at evaluative lexemes and qualifications.

The corpus includes public statements by politicians from the right and left political spectrum published in the media immediately before or after the concert. The results show that right-wing political discourse constructs “the people” as a homogeneous, numerically dominant, and value-consistent collective, thereby legitimising the concert as an expression of unity, democratic rights, and social stability. In contrast, left-wing political discourse avoids homogenisation and represents “the people” as a plural and potentially endangered collective, emphasising moral and historical responsibility.

Furthermore, the results indicate that both sides employ labelling strategies to delegitimise their opponents. In right-wing discourse, criticism is labelled as “hysteria” and “politicisation,” whereas left-wing discourse relies on moralising labels such as “shame,” “extremism,” and “Ustashism.” In conclusion, the paper demonstrates that the political conflict surrounding the concert is not primarily concerned with music or security, but with the symbolic control of the meaning of “the people” and the legitimacy of public space. In this sense, the paper contributes to research on political discourse by highlighting the role of cultural events in processes of discursive polarisation.

Key words: discursive construction of the people, critical discourse analysis, political discourse, political polarisation, labelling strategies

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Leksička i semantička uvjetovanost alternacije čestica u japanskoj konstrukciji *V-te aru*: korpusna analiza

Konstrukcija *V-te aru* u japanskom jeziku obično se opisuje kao rezultativna konstrukcija koja izražava stanje nastalo kao posljedica prethodne voljne radnje, a u njoj se javljaju isključivo prijelazni glagoli. U dosadašnjim istraživanjima (Masuoka 1984, Shibatani 1990, Toratani 2004, NKBK 2007) utvrđeno je da se u toj konstrukciji pojavljuje alternacija između čestica *ga* i *o*, pri čemu se varijanta s česticom *ga* povezuje više s rezultativnim stanjem zahvaćenog objekta, dok varijanta s česticom *o* zadržava obilježja tranzitivne strukture i jače implicira namjernu radnju ili pripremu.

U ovome radu se promatra distribucija tih dviju varijanti frekventnih glagola, i u kojoj je mjeri izbor čestice uvjetovan značenjem glagola. Predstavljaju se preliminarni rezultati korpusnog istraživanja temeljeni na podacima iz korpusa Sketch Engine. Preliminarna analiza je provedena na glagolima koji se često javljaju u ovoj konstrukciji, a označavaju manipulaciju objektom, uključujući *oku* 'ostaviti (nešto negdje)', *kakeru* 'okačiti', *naraberu* 'poredati', *shimeru* 'zatvoriti' i *haru* 'naljepiti'. Rezultati pokazuju značajne razlike među glagolima. Kod glagola *oku* i *haru* varijanta s česticom *ga* pojavljuje se višestruko češće od varijante s *o* (npr. za *oite aru* oko sedam puta češće u web-korpusu), dok je kod glagola *kakeru* i *naraberu* omjer manji, ali i dalje u korist varijante s *ga* (oko 2–3 puta češće). Nasuprot tome, kod glagola *shimeru* uočena je obrnuta tendencija, pri čemu se varijanta s česticom *o* pojavljuje češće od varijante s *ga*.

Ovi rezultati upućuju na to da alternacija čestica u konstrukciji *V-te aru* nije jednako distribuirana, već ovisi o leksičkim i semantičkim svojstvima glagola. Glagoli koji označavaju prostorni raspored ili vizualno uočljiv rezultat snažno preferiraju strukturu s česticom *ga*, dok glagoli koji označavaju radnje zatvaranja, pripreme ili namjerne manipulacije objekta češće dopuštaju ili preferiraju strukturu s česticom *o*. U daljnjem istraživanju planira se kvalitativna analiza primjera kako bi se unutar konstrukcije *o V-te aru* razlikovale semantičke podvrste i preciznije opisali uvjeti koji utječu na izbor čestice.

Ključne riječi: japanski jezik, padežne čestice, rezultativna konstrukcija, korpusna lingvistika, Sketch Engine

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Lexical and semantic conditioning of particle alternation in the Japanese *V-te aru* construction: A corpus-based analysis

The *V-te aru* construction in Japanese is typically described as a resultative construction expressing a state that arises as the result of a prior volitional action, and it occurs only with transitive verbs. Previous research has established that this construction exhibits an alternation between the particles *ga* and *o*, where the variant with *ga* is more closely associated with the resultant state of the affected object, while the variant with *o* retains features of the transitive structure and more strongly implies intentional action or preparation.

This paper examines the distribution of these two variants in frequent verbs and investigates the extent to which particle choice is conditioned by the meaning of the verb. Preliminary results of a corpus study based on data from Sketch Engine are presented. The preliminary analysis was conducted on a number of transitive verbs frequently occurring in this construction, denoting manipulation of an object, including *oku* ‘to place/leave something somewhere’, *kakeru* ‘to hang’, *naraberu* ‘to arrange/line up’, *shimeru* ‘to close’, and *haru* ‘to stick/attach’. The results show significant differences among verbs. With the verbs *oku* and *haru*, the variant with the particle *ga* occurs several times more frequently than the variant with *o* (for example, with *oite aru* approximately seven times more frequently in the web corpus), while with the verbs *kakeru* and *naraberu* the ratio is smaller but still in favor of the *ga* variant (approximately 2–3 times more frequent). In contrast, with the verb *shimeru* an opposite tendency was observed, where the variant with the particle *o* occurs more frequently than the variant with *ga*.

These results suggest that particle alternation in the *V-te aru* construction is not uniformly distributed, but depends on the lexical and semantic properties of the verb. Verbs that denote spatial arrangement or a visually observable result strongly prefer the structure with the particle *ga*, whereas verbs that denote actions of closing, preparation, or intentional

manipulation of an object more often allow or prefer the structure with the particle *o*. Further research will include a qualitative analysis of examples in order to distinguish semantic subtypes within the *o V-te aru* construction and to describe more precisely the conditions that influence particle selection.

Key words: Japanese, case particles, resultatives, corpus linguistics, Sketch Engine

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Aphasia representations in illness narratives and their application in SLP English for healthcare purposes courses

Addressing aphasia narratives is necessary to ensure that people with neurogenic communication disorders are not excluded from medical and social discourse. Limited public awareness and knowledge of aphasia also justify its need (Code 2020). This presentation examines the lexical, collocational, and metaphorical patterns that shape the representation of aphasia in illness narratives. To address this, I conducted concordance and collocation analyses using the Sketch Engine program, yielding 19,675 relevant elements in the English web corpus and 1,507 in the Hungarian web corpus. The corpus is primarily dominated by medical terminology. Through further analysis of the concordance in the corpora, complemented by several additional databases, an aphasia narrative corpus with a thematic reading guide in Hungarian and in English are currently being compiled. The narratives include memoirs, interviews, web-based and literary texts. It has already been revealed that concepts of *loss*, *outer force*, *struggle*, *prison*, *loneliness*, and *reconstruction* characterize the illness narrative corpus. These personal experiences can convey what aphasia might mean as a lived condition, increasing empathy and understanding.

As Corsten et al. highlight, “knowing how patients experience their illness significantly improves medical students’ clinical performance and skills” (2018: 151). Moreover, they establish that “patients’ experiences of illness are best represented in illness narratives” (Corsten et al. 2018: 152). It suggests that illness narratives might be involved as illustrative examples in SLP instruction. The findings indicate that integrating corpus analysis results and illness narratives may enrich EHP course content by complementing medical knowledge.

Key words: illness narratives, aphasia, concordance analysis, SLP, EHP methodology

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Student perceptions of language learning in the age of AI

The rapid emergence of generative artificial intelligence (AI) tools and their integration into educational contexts are transforming how students approach learning, particularly in fields where foreign language proficiency is essential. In Croatia, the tourism and hospitality industry plays a vital role in the national economy, making foreign language competence a key professional skill shaping students' future employability. Despite the growing presence of generative AI in higher education, relatively little is known about how students in tourism and hospitality programmes perceive the role of such tools in foreign language learning or how these technologies may influence their attitudes towards language competence. Addressing this gap, the present study investigates student perceptions of language learning in the age of AI, focusing on perceived benefits, challenges, and implications for curriculum development.

The study is guided by the hypothesis that students perceive generative AI as a useful support tool in language learning while simultaneously expressing concerns about its potential impact on independent learning and the development of language proficiency. The research builds on existing research examining student and faculty perceptions of generative AI in higher education and its pedagogical implications (Chan & Hu 2023, Kim et al. 2024), which highlights both the opportunities and risks associated with AI-supported learning.

The study employs a qualitative case study methodology. Initial data are collected through a questionnaire administered to undergraduate tourism and hospitality management students in Croatia, followed by semi-structured interviews designed to expand on the survey findings and capture more nuanced student perspectives. The data are analysed using thematic coding

to identify patterns reflecting students' perceived advantages, concerns, and emerging learning strategies related to AI-assisted language learning.

The findings aim to contribute to the growing body of research on generative AI in higher education by providing insights into how students in a tourism-focused academic context perceive the integration of AI into foreign language learning. The results may inform future research, as well as the development of pedagogical approaches and curricula that integrate AI tools while maintaining a strong focus on communicative competence and independent language development.

Key words: generative AI, foreign language learning, student perceptions

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Lexical priming beyond native norms: Child language as a pedagogical model for L2 material design

Lexical priming theory (Hoey 2005) describes language use as fundamentally shaped by speakers' accumulated linguistic experience, which pre-activates expectations about collocation, grammatical environment and discourse position. In applied linguistics and language pedagogy, lexical priming is most often discussed with reference to adult native-speaker usage, which implicitly serves as the default point of comparison in L2 material design. The present study adopts a different perspective by focusing on lexical priming patterns in child language to explore their relevance to the development of L2 teaching materials for children.

The study draws on a spoken L1 child language corpus consisting of spontaneous peer interactions among 10–14-year-old speakers. This corpus served as a primary empirical resource in the development of an L2 coursebook for learners in the same age group studying Hungarian as a foreign language. The analysis concentrates on input-side priming patterns

that become available to learners through pedagogically mediated material design. Using corpus-informed qualitative and quantitative methods, the paper examines several dimensions of lexical priming central to Hoey's framework, including collocational density, colligational preferences and discourse-position sensitivity. Particular attention is paid to the stability and locality of priming patterns, as well as to the degree of variation within recurring lexical-grammatical frames.

The analysis shows that child language is characterized by highly stable, low-variance priming profiles, marked by frequent repetition, relatively restricted collocational sets, and strong discourse anchoring. From a usage-based perspective, these priming configurations appear particularly compatible with L2 development, as they support exemplar-based learning, entrenchment, and the gradual emergence of schematic representations.

The paper concludes by discussing how child language-based priming patterns can inform L2 material design for young learners, particularly with regard to the selection and sequencing of lexical and grammatical input. Rather than positioning child language in opposition to adult norms, the study argues for viewing it as a developmentally attuned source of pedagogically relevant input, contributing to broader discussions on cognition, usage and age-appropriate authenticity in applied linguistics.

Key words: lexical priming, child language, usage-based learning, corpus-informed material design, second language pedagogy

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Konceptualna metafora i framing u javnom diskursu: kognitivnolingvistički pristup oblikovanju percepcije

Suvremena istraživanja jezika sve više naglašavaju dinamičan odnos između kognitivnog procesa konceptualizacije i njegove realizacije u komunikacijskom diskursu. Kognitivna lingvistika promatra jezik kao odraz konceptualnih struktura koje oblikuju način na koji se društvena stvarnost razumije, interpretira i vrednuje. Konceptualne metafore imaju osobito važnu ulogu u tom procesu jer omogućuju strukturiranje apstraktnih pojmova putem iskustveno sličnih domena, čime utječu na interpretaciju i vrednovanje komunikacijskih sadržaja. Budući da metaforički obrasci mogu usmjeravati percepciju društvenih fenomena, njihova analiza predstavlja važan doprinos razumijevanju odnosa između jezične strukture i komunikacijske prakse.

Rad se teorijski oslanja na postavke kognitivne lingvistike, ponajprije na teoriju konceptualne metafore (Lakoff i Johnson), kao i na pristupe koji naglašavaju ulogu jezičnog uokvirivanja (framinga) u konstrukciji značenja u javnom diskursu. Dosadašnja istraživanja pokazala su da metaforički obrasci imaju važnu ulogu u oblikovanju načina na koji govornici konceptualiziraju društvene procese i javne događaje, osobito u medijskim i političkim kontekstima. U tim kontekstima metafore nisu samo stilistička sredstva nego i kognitivni mehanizmi koji strukturiraju razumijevanje složenih društvenih fenomena. Polazeći od tih teorijskih pretpostavki, u radu se postavlja hipoteza da konceptualne metafore i kognitivni modeli predstavljaju ključne mehanizme putem kojih se u javnoj komunikaciji oblikuju interpretativni okviri koji utječu na percepciju društvene stvarnosti. Kako bi se ta pretpostavka ilustrirala, u radu se primjenjuje kvalitativna analiza diskursa odabranih primjera iz javnog diskursa s ciljem identificiranja dominantnih metaforičkih obrazaca i njihovih interpretativnih funkcija.

Analiza pokazuje da konceptualne metafore djeluju kao važni kognitivni mehanizmi strukturiranja značenja te omogućuju stvaranje interpretativnih okvira koji usmjeravaju razumijevanje i vrednovanje komunikacijskih sadržaja. Rezultati upućuju na to da kognitivnolingvistički pristup može pružiti vrijedan analitički okvir za razumijevanje odnosa između jezične konceptualizacije i komunikacijske prakse, kao i za analizu načina na koji jezik sudjeluje u oblikovanju društvenih interpretacija. Rad nastoji pridonijeti boljem razumijevanju uloge konceptualnih metafora i framinga u javnom diskursu te istaknuti važnost kognitivnolingvističke perspektive u suvremenim istraživanjima komunikacije.

Ključne riječi: konceptualna metafora, javni diskurs, uokvirivanje (framing)

Conceptual metaphor and framing in public discourse: A cognitive-linguistic approach to the shaping of perception

Modern language research increasingly emphasizes the dynamic relationship between the cognitive process of conceptualization and its realization in communicative discourse. Cognitive linguistics views language as a reflection of conceptual structures that shape the way social reality is understood, interpreted, and evaluated. Conceptual metaphors play a particularly important role in this process, as they enable the structuring of abstract concepts through experientially similar domains, thereby influencing the interpretation and evaluation of communicative content. Since metaphorical patterns are capable of directing the perception of social phenomena, their analysis represents an important contribution to understanding the relationship between language structure and communicative practice.

The paper theoretically relies on the postulates of cognitive linguistics, primarily on the theory of conceptual metaphor (Lakoff and Johnson), as well as on approaches that

emphasize the role of linguistic framing in the construction of meaning in public discourse. Previous research has shown that metaphorical patterns play an important role in shaping the way speakers conceptualize social processes and public events, especially in media and political contexts. In these contexts, metaphors are not merely stylistic devices but also cognitive mechanisms that structure the understanding of complex social phenomena. Based on these theoretical assumptions, the paper hypothesizes that conceptual metaphors and cognitive models represent key mechanisms through which interpretative frames are formed in public communication, thereby influencing the perception of social reality. In order to illustrate this assumption, the paper applies a qualitative discourse analysis of selected examples from public discourse, with the aim of identifying dominant metaphorical patterns and their interpretative functions.

The analysis shows that conceptual metaphors act as important cognitive mechanisms for structuring meaning, enabling the creation of interpretative frames that guide the understanding and evaluation of communicative content. The results suggest that a cognitive linguistic approach can provide a valuable analytical framework for understanding the relationship between language conceptualization and communicative practice, as well as for analyzing the ways in which language participates in shaping social interpretations. The paper seeks to contribute to a better understanding of the role of conceptual metaphors and framing in public discourse and to highlight the importance of the cognitive linguistic perspective in contemporary communication research.

Key words: conceptual metaphor, public discourse, framing

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Figurativni jezik u pravnim aktima EU-a kojima se uređuje korištenje sustava umjetne inteligencije

U radu se analizira uporaba figurativnog jezika u pravnim aktima Europske unije kojima se utvrđuje pravni okvir za razvoj i korištenje sustava umjetne inteligencije. Figurativni jezik česta je pojava u specijaliziranim diskursima jer omogućuje razumijevanje novih, nepoznatih i apstraktnih koncepata i teorija te popunjavanje terminoloških praznina u jeziku. Pored te uloge koju ima u izgradnji teorija (engl. *theory-constitutive metaphors*), figurativni jezik može poslužiti i za promicanje određenog pogleda na svijet jer usmjerava pozornost samo na određene aspekte neke pojave. Namjernim uokvirivanjem neke teme na određeni način može se utjecati na način razmišljanja čitave zajednice o određenoj pojavi, što može biti

problematično kod tema koje u društvu izazivaju prijepore (engl. *ideology-constitutive metaphors*) (Rossi 2017).

Cilj je istraživanja iz korpusa izdvojiti figurativne izraze i utvrditi kako se u pravnim aktima konceptualiziraju i uokviruju teme vezane uz sustave umjetne inteligencije. Posebna se pozornost posvećuje novonastalim figurativnim nazivima i tome kako su s engleskog preneseni u hrvatski u procesu sekundarne tvorbe naziva (engl. *secondary term formation*). U radu se analiziraju i engleske i hrvatske inačice pravnih akata kako bi se utvrdilo postoje li među njima razlike u uporabi figurativnog jezika te, ukoliko ih ima, što ih je uzrokovalo. Istraživanje je provedeno na korpusu pravnih akata Europske unije kojima se uređuje korištenje sustava umjetne inteligencije. Figurativni izrazi izdvojeni su na temelju metode za identificiranje metaforičkih izraza u diskursu Metaphor Identification Procedure (Pragglejaz 2007) te su razvrstani prema konceptualnim domenama na kojima se temelje.

Istraživanjem je utvrđeno da se figurativni izrazi korišteni u pravnim aktima Europske unije kojima se utvrđuje pravni okvir za razvoj i korištenje sustava umjetne inteligencije uglavnom koriste kao konceptualni alat kojim se omogućuje razumijevanje novih i nepoznatih koncepata. Utvrđene su i razlike u uporabi figurativnih izraza, prije svega figurativnih naziva, između engleskih i hrvatskih inačica pravnih akata pri čemu se u engleskim inačicama češće pribjegava uporabi figurativnog jezika.

Ključne riječi: umjetna inteligencija, figurativni jezik, figurativna terminologija, uokvirivanje

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Figurative language in EU legal acts regulating the use of artificial intelligence systems

This paper analyses the use of figurative language in European Union legal acts establishing the legal framework for the development and use of artificial intelligence systems. Figurative language is a common occurrence in specialized discourses as it enables the understanding of new, unknown and abstract concepts and theories and fills terminological gaps. In addition to its role in theory-building (theory-constitutive metaphors), figurative language can also be used to promote a particular worldview by focusing attention only on certain aspects of a

phenomenon. By deliberately framing a topic in a certain way, figurative language can be used to influence the way in which an entire community thinks about a particular phenomenon, which can be problematic in the case of complex and highly controversial issues (ideology-constitutive metaphors) (Rossi 2017).

The aim of the research is to extract figurative expressions from the corpus and to determine how topics related to artificial intelligence systems are conceptualized and framed in EU legal acts. Special attention is paid to newly created figurative terms and how they were transferred from English into Croatian in the process of secondary term formation. The paper analyzes both the English and Croatian versions of the legal acts in order to determine whether there are differences between them in the use of figurative language and, if there are any, what caused them. The research was conducted on the corpus of legal acts of the European Union that regulate the use of artificial intelligence systems. Figurative expressions were identified using the Metaphor Identification Procedure (Pragglejaz 2007), and were classified according to the conceptual domains on which they are based.

It was found in the research that figurative expressions used in legal acts of the European Union that establish the legal framework for the development and use of artificial intelligence systems are mainly used as a conceptual tool that enables the understanding of new and unfamiliar concepts. Differences in the use of figurative expressions, primarily figurative terminology, between the English and Croatian versions of legal acts have also been identified, with the English versions resorting to the use of figurative language more often.

Key words: artificial intelligence, figurative language, figurative terminology, framing

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Govorna interpretacija poezije: „Poetski tren“ Gordane Kovačić

Poezija u interpretaciji spikerice Gordane Kovačić, digitalno objavljena u otvorenom pristupu, izvrstan je izvor ne samo za fonetsku i stilističku analizu nego i za interdisciplinarno istraživanje jer je riječ o videoradovima u kojima se spajaju poezija, glazba, vizualna i govorna umjetnost. „Poetski tren“ vrlo je vrijedan ozvučeni pjesnički repozitorij, sastavljen ponajprije od pjesama suvremenih hrvatskih autora, a ovaj će se rad usmjeriti na analizu njihovih govornih interpretacija.

U govornoj izvedbi pjesme susreću se dvije vrste organizacije: tekstna i govorna. Tekst donosi zapis sintakse, stanki, ritma i zvukovnog ustroja, a interpretator iz toga zapisa stvara

auditivni događaj. Dobra govorna izvedba ne podrazumijeva proizvoljno unošenje emocije, nego pomno i argumentirano ozvučenje teksta u kojem poštuje njegovu strukturu, misaonost i afektivnost. Govorna izvedba pjesme stoga se može definirati kao čin u kojemu pjesma ponovno nastaje, kao interpretacija u punom smislu riječi.

Dugogodišnja spikerica Hrvatske radiotelevizije Gordana Kovačić posjeduje sva obilježja modelskoga govornika: ugodnu boju glasa i nizak osnovni ton, ostvaruje govorni standard i četveronaglasni sustav, odlikuje se jasnom dikcijom i logičnom interpretacijom koja uključuje vještu uporabu prozodijskih sredstava. Odabravši ulogu interpretatorice poezije, s lakoćom se odmaknula od spikerske uloge, koja zahtijeva neutralnu interpretaciju, a njezina znanstvena naobrazba iz akustike i psihoakustike te pjevačko iskustvo u tome su joj zasigurno pomogli.

Analizi govornih ostvarenja pjesama pristupa se prozodijski: analiziraju se načini ostvarivanja opkoračenja, ritmičnost, stanke, tonski raspon, duljenje završnih samoglasnika i šumnost glasa. Pritom se proučava način prilagodbe interpretacije s obzirom na vrstu stiha i emocionalni ton pjesme. Interpretatorica izbjegava stanke u opkoračenjima, ali se često koristi kombinacijom duljenja završnoga sloga i promjenom visine glasa, čime vješto uspijeva istodobno obilježiti formalni kraj stiha i ostvariti sintaktičku cjelinu. Šumnost glasa kao stilsko izražajno sredstvo upotrebljava u kombinaciji sa slabijim intenzitetom, sporijim tempom i manjim tonskim rasponom, osobito u intimnim i elegičnim pjesmama. Utvrđuje se također i postojanje tonskih kontura i ritmičkih obrazaca te usporavanja i ubrzavanje tempa, ovisno o afektivnom tonu pjesme, a proučavaju se i duljina intonacijskih jedinica te tonsko kretanje na njihovim završecima. Analiza pokazuje da interpretatorica vrlo vješto upotrebljava prozodijska sredstva te ih mijenja i kombinira ovisno o temi, vrsti stiha i emocionalnom tonu pjesme.

Ključne riječi: govorna interpretacija poezije, prozodijska analiza, Gordana Kovačić, suvremena hrvatska poezija

Spoken interpretation of poetry: Gordana Kovačić's "Poetski tren"

Poetry as interpreted by the announcer Gordana Kovačić, published digitally in open access, is an excellent source not only for phonetic and stylistic analysis, but also for interdisciplinary analysis, since these video works combine poetry, music, visual art, and spoken performance. *Poetski tren* is a highly valuable audio poetry repository, composed mainly of poems by contemporary Croatian authors, and this paper focuses on the analysis of their spoken interpretations.

Two types of organization meet in the spoken performance of a poem: textual and vocal. The text provides a written record of syntax, pauses, rhythm, and sound structure, while the interpreter turns that record into an auditory event. A successful spoken performance does

not involve the interpreter's arbitrary addition of emotion; rather, it is a careful and well-grounded vocal realization of the text, one that respects its structure, thought, and affective charge. The spoken performance of a poem can therefore be defined as an act in which the poem comes into being again—an interpretation in the fullest sense of the word.

As a longtime announcer at Croatian Radiotelevision, Gordana Kovačić possesses all the qualities of an exemplary standard speaker: a pleasant voice quality and a low fundamental pitch, command of the spoken standard and the four-accent system, clear diction, and a logical interpretive style that includes skilful use of prosodic features. By assuming the role of a poetry interpreter, she has moved with ease beyond the announcer's role, which requires neutral delivery; her scientific training in acoustics and psychoacoustics, together with her singing experience, has undoubtedly contributed to this ability.

The analysis of spoken realizations of poems proceeds from a prosodic perspective and examines the realization of enjambment, rhythmic organization, pauses, pitch range, the lengthening of final vowels, and breathiness as a stylistic feature of the voice. The study investigates how interpretation is adjusted to the type of verse and to the emotional tone of the poem. The interpreter avoids pauses at points of enjambment, yet often relies on a combination of final-syllable lengthening and pitch change, thereby skilfully marking the formal end of the line while preserving syntactic continuity. Breathiness as an expressive stylistic device is used in combination with lower intensity, slower tempo, and a narrow pitch range, often in intimate and elegiac poems. The study also identifies recurrent pitch contours and rhythmic patterns, as well as tempo slowing and acceleration depending on the poem's affective tone; it further examines the length of intonational units and the pitch movement at their endings. The analysis shows that the interpreter uses prosodic features with great skill, varying and combining them according to the theme, verse type, and emotional tone of the poem.

Key words: spoken interpretation of poetry, prosodic analysis, Gordana Kovačić, contemporary Croatian poetry

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Agresivnost prijedloga *zbog* u udžbeničkome diskursu

Udžbenički diskurs čine dvije sastavnice: akademska i pedagoška jer udžbenici predstavljaju spoj znanstvenih činjenica koje su prikazane na način koji je pedagoški primjeren određenoj dobi učenika (Hyland 2000, Cvikić i Dobravac 2025). U dosadašnjim istraživanjima udžbeničkog diskursa na hrvatskom jeziku dominirala su istraživanja udžbenika materinskog

jezika ili jezika nacionalnih manjina, dok su ostali nastavni predmeti postali predmetom jezičnih istraživanja tek u posljednje vrijeme, pri čemu se pozornost posvetila i opisu izricanja uzročnosti u udžbeničkom diskursu povijesti (npr. Cvikić i Vujić 2025). S obzirom na tvrdnju da je među prijedlozima za iskazivanje uzročnosti *najagresivniji* prijedlog *zbog* koji iz uporabe u tome značenju potiskuje ostale prijedloge (Pranjković 2001), cilj je ovoga rada istražiti agresivnost prijedloga *zbog* kao općeuročnog prijedloga. Izrazi s prijedlogom *zbog* opisuju se kvantitativno i kvalitativno na korpusu RAPID u okviru istoimena projekta primjenom programa Sketch Engine. Analiziraju se udžbenici za 5. i 6. razred osnovne škole kao primjer rane disciplinarnosti pismenosti triju školskih predmeta: Matematike, Prirode i Povijesti. Kvantitativno se utvrđuje učestalost prijedloga *zbog* u udžbenicima triju predmeta za dva razreda kako bi se utvrdilo ima li razlike u upotrebi s obzirom na to da odabrani predmeti pripadaju trima različitim područjima. Kvalitativnom analizom utvrđuje se pojavnost prijedloga *zbog* u dvjema sastavnicama udžbeničkog diskursa: akademskoj i pedagoškoj kako bi se utvrdilo rabi li se više u jeziku tipičnom za pojedinu znanost ili u jeziku koji pripada pedagoškom diskursu udžbenika. Preliminarna su istraživanja pokazala da razlike u učestalosti postoje i u odnosu na razred, a još izraženije u odnosu na zastupljenost prema školskim predmetima – sporadična je pojava u udžbenicima matematike, a vrlo učestala u udžbenicima povijesti. Nadalje, dobiveni se podatci uspoređuju sa zastupljenošću prijedloga *zbog* u korpusu koji obuhvaća primjere iz svakodnevne uporabe, a koji se oblikuje u okviru projekta HRPRA kojim se semantički i sintaktički opisuju hrvatski prijedlozi u uporabi. Svrha je ovakva istraživanja, osim sintaktičke i semantičke analize prijedložnih izraza s prijedlogom *zbog* u specifičnom diskursu, kao i u svakodnevnoj uporabi, pridonijeti i opisu udžbeničkog diskursa općenito u hrvatskom jeziku te udžbeničkog diskursa spomenutih školskih predmeta.

Ključne riječi: prijedlog *zbog*, jezična agresivnost, udžbenički diskurs

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Aggressiveness of the preposition *zbog* in textbook discourse

Textbook discourse comprises two primary components—academic and pedagogical—since textbooks represent a synthesis of scientific facts presented in a manner pedagogically appropriate to the target age group of learners (Hyland 2000, Cvikić & Dobravac 2025). To date research on textbook discourse in Croatian has predominantly focused on language textbooks or those for national minorities, whereas other school subjects have only recently become objects of linguistic scrutiny, including analyses of causality expression in history textbook discourse (e.g., Cvikić & Vujić 2025). Given the assertion that the preposition *zbog* ('due to') constitutes the most aggressive causal preposition, supplanting other prepositions in that semantic function (Pranjković 2001), this study investigates the aggressiveness of *zbog* as a general-causal preposition.

Expressions featuring the preposition *zbog* are examined both quantitatively and qualitatively within the RAPID corpus, as part of the eponymous project, utilizing the Sketch Engine software. Textbooks for 5th and 6th grades of primary school serve as exemplars of early disciplinary literacy across three subjects: Mathematics, Science, and History. Quantitatively, the frequency of *zbog* is determined in textbooks from these three subjects across both grades to ascertain distributional differences vis-à-vis their affiliation with distinct disciplinary domains. Qualitatively, the preposition's occurrence is assessed within the dual components of textbook discourse—academic and pedagogical—to determine its prevalence in subject-specific scientific register versus the pedagogical register inherent to textbooks. Preliminary findings reveal frequency variations both by grade level and, more pronouncedly, by subject: sporadic in mathematics textbooks, yet highly frequent in history textbooks.

These data are further compared with the preposition's frequency in a corpus encompassing everyday usage examples, compiled under the HRP project, which semantically and syntactically describes Croatian prepositions in actual use. Beyond the syntactic and semantic analysis of prepositional phrases with *zbog* in this specialized discourse and everyday language, the study aims to contribute to the broader characterization of textbook discourse in Croatian, particularly for the aforementioned subjects.

Key words: preposition *zbog*, linguistic aggressiveness, textbook discourse

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Polisemija u dječjem jeziku: analiza hrvatskog korpusa

U prirodnim je jezicima polisemija jedan od najproduktivnijih načina stvaranja novih značenja, kroz proširivanje starih značenja na nove pojmove. S obzirom na to da se značenja kodiraju na različite načine u različitim jezicima, učenje jezika podrazumijeva i učenje da jedan oblik može biti vezan uz više različitih konvencionalnih značenja. Prijašnja se istraživanja nisu u velikoj mjeri bavila usvajanjem polisemije kod djece izvornih govornika. Dio eksperimentalnih istraživanja usredotočio se na slučajeve kada je jedno značenje već poznato, a djeca potom moraju usvojiti nova značenja (npr. Casenhiser 2005), a dio se bavio situacijama u kojima dijete odmah uči da jedna riječ ima više značenja (npr. Dautriche i sur. 2016). U ovom se području ističu i prijašnja korpusna istraživanja (Casas i sur. 2014, Werkmann Horvat i sur. 2024) koja otkrivaju složenu sliku; npr. Casas i sur. (2014) tvrde da djeca imaju sklonost k riječima s manje značenja, dok su Werkmann Horvat i sur. (2014) pokazale da djeca vrlo rano koriste polisemne riječi i to u figurativnim i doslovnim značenjima. Važno je naglasiti da se ni postojeće eksperimentalne studije ni korpusna istraživanja nisu bavila specifičnim jezičnim čimbenicima i njihovim međudnosom koji bi mogli igrati važnu ulogu u usvajanju polisemije. U ovom izlaganju izložit ćemo preliminarne rezultate istraživanja temeljenog na Hrvatskom korpusu dječjeg jezika (HKDJ, Kovačević 2002), koji je relativno neistražen s obzirom na semantička svojstva riječi. Analiza će uključivati identifikaciju punoznačnih polisemnih riječi u korpusu u dječjem govoru i govoru upućenom djeci. Podatke ćemo analizirati kvantitativno i kvalitativno: s obzirom na vrstu riječi, broj značenja (prema podacima iz rječnika), tip značenja (figurativno ili doslovno), čestotnost riječi te vrijeme usvajanja. U analizi podataka zanimat će nas odnosi između različitih jezičnih čimbenika. Što se tiče govora upućenog djeci, podaci će biti uspoređeni s dječjim jezikom (npr. koje se riječi mogu pronaći i u dječjem i u jeziku odraslih te sličnosti i razlike u njihovom korištenju).

Ključne riječi: polisemija, usvajanje prvog jezika, Hrvatski korpus dječjeg jezika

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Polysemy in child language: An analysis of a Croatian corpus

In natural languages, polysemy is one of the most productive ways of creating new meanings — by extending existing meanings to new concepts. Since meanings are encoded in different ways across languages, language learning also involves learning that a single form can be associated with several different conventional meanings. Previous research has not extensively addressed the first language acquisition of polysemy. Some experimental studies focused on cases in which one meaning is already known and children then have to acquire additional meanings (e.g., Casenhiser 2005), while others investigated situations in which a child learns from the beginning that a single word can have multiple meanings (e.g., Dautriche et al. 2016). Earlier corpus studies have also made important contributions to this topic (e.g., Casas et al. 2014, Werkmann Horvat et al. 2024). These studies reveal a complex picture; for example, Casas et al. (2014) argue that children show a preference for words with fewer meanings, while Werkmann Horvat et al. (2014) demonstrate that children use polysemous words very early, in both figurative and literal senses. It is important to emphasize that neither existing experimental nor corpus-based studies have addressed specific linguistic factors and their interaction that may play an important role in the acquisition of polysemy. In this presentation, we will present preliminary results of a study based on the Croatian child language corpus (CCLC, Kovačević 2002), which is relatively unexplored with respect to the semantic properties of words. The analysis will include the identification of polysemous words, both in child speech and in child-directed speech. The data will be analysed quantitatively and qualitatively, with respect to word class, number of meanings (according to dictionary data), type of meaning (figurative or literal), word frequency, and age of acquisition. In analysing the data, we will examine the relationships among different linguistic factors. Regarding child-directed speech, the data will be compared with child language (e.g., which words appear in both child and adult speech, as well as similarities and differences in their use).

Key words: polysemy, first language acquisition, Croatian child language corpus

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„Variatio delectat“: inojezični izrazi u feljtonistici Augusta Šenoa

Na razmeđi književnoumjetničkoga i publicističkoga stila feljton, premda novinskim prostorom ograničen, otvara prostor za pisanje o mnogim sadržajima mnogim izrazima. Iako se hrvatski feljton razvija i piše još i prije njega, August je Šenoa jedan od najistaknutijih autora feljtona. Feljton je A. Šenoi mjesto na kojem do izražaja dolazi punina njegova jezičnog ostvaraja. U svojim *Zagrebuljama* bez susprezanja i jezičnih primjesa, izravnije, naravnije, razigranije izražava svoje stavove te progovara o društveno-političkome i umjetničkome životu devetnaestostoljetnoga Zagreba. Osim raznolikim sadržajem feljton se i raznolikim izrazom nastoji približiti širem čitateljstvu, čime odražava kontekst vremena i prostora u kojima on nastaje. U skladu s time primjećuje se kako se A. Šenoa u svojim feljtonima *Zagrebulje* osim naslijeđenim leksikom nerijetko služi inojezičnim izrazima – mahom latinskim, njemačkim, francuskim, ali i mađarskim te engleskim – koji nose različite uloge (usp. lat. *epiteton ornans*, *Omnia sunt fluxa atque fragilia*; nj. *von dem absoluten Ich*; fr. *en pleine parade*; mađ. *Éljen kedves uram!*; e. *meeting, dandy*). Takvi su izrazi u feljtonima sastavljeni od jedne, češće od dviju i više riječi, a sežu sve do cjelovitih misli iskazanih rečenicama. Rad će popisati i opisati inojezične izraze koje A. Šenoa rabi u *Zagrebuljama*, među 33 feljtona koji su tijekom pet godišta periodično izlazili u časopisu *Vienac* (1866, 1867) te *Pozor* (1877, 1879, 1880). U radu će se odrediti jezično podrijetlo takvih izraza te utvrditi njihovo značenje. Osim toga nastojat će se opisati i njihova pragmatička uloga u tekstu s obzirom na jezični kontekst u kojem se pojavljuju: radi li se o inojezičnoj dopuni pridruženoj domaćim izrazima, o naglašavanju kakve poruke ili je posrijedi kakav drugi retorički ili stilistički postupak. Pritom će se obratiti pozornost na to jesu li i kako takvi izrazi u tekstu rastumačeni ili prevedeni. Istražit će se zatim morfosintaktička prilagođenost inojezičnih izraza hrvatskome jezičnom okruženju u koji se uklapaju, a naposljetku i način njihova grafičkog isticanja u tekstu.

Ključne riječi: hrvatski jezik, 19. stoljeće, feljtonistika, inojezični izrazi, August Šenoa

“Variatio delectat”: Foreign-language expressions in the feuilleton writing of August Šenoa

Situated at the intersection of literary-artistic and journalistic styles, the feuilleton — despite being constrained by the space of the newspaper — provides a space for writing about a wide

range of topics and in a variety of expressive modes. Although the Croatian feuilleton had been developing and was being written even before him, August Šenoa stands out as one of its most prominent authors. For Šenoa, the feuilleton represents a space in which the full scope of his linguistic expressivity comes to the fore. In his *Zagrebulje*, unrestrained and free of linguistic admixtures, he expresses his views more directly, naturally, and playfully, addressing the socio-political and artistic life of nineteenth-century Zagreb. In addition to its thematic diversity, the feuilleton seeks to appeal to a broader readership through a diversity of expression, thereby reflecting the temporal and spatial context in which it was produced. Accordingly, it can be observed that in his feuilletons *Zagrebulje* Šenoa, alongside inherited vocabulary, frequently employs foreign-language expressions — predominantly Latin, German, and French, but also Hungarian and English — which serve various functions (cf. Lat. *epiteton ornans*, *Omnia sunt fluxa atque fragilia*; Ger. *von dem absoluten Ich*; Fr. *en pleine parade*; Hung. *Éljen kedves uram!*; Eng. *meeting*, *dandy*). Such expressions in the feuilletons range from single words, more often from two or more words, to complete thoughts articulated in full sentences. This paper will catalogue and describe the foreign-language expressions used by A. Šenoa in *Zagrebulje*, across thirty-three feuilletons that were periodically published over five annual volumes in the journals *Vienac* (1866, 1867) and *Pozor* (1877, 1879, 1880). The linguistic origins of these expressions will be identified and their meanings established. In addition, the paper will seek to describe their pragmatic function within the text in relation to the linguistic context in which they appear: whether they serve as foreign-language supplements to domestic expressions, as devices highlighting particular messages, or as other rhetorical or stylistic strategies. Attention will also be paid to whether — and in what manner — such expressions are explained or translated within the text. The study will then examine the morphosyntactic adaptation of foreign-language expressions to the Croatian linguistic environment into which they are integrated, and will finally address the ways in which they are graphically highlighted in the text.

Key words: Croatian, 19th century, feuilleton writing, foreign-language expressions, August Šenoa

Sanja Ždralović

Gimnazija Antuna Gustava Matoša, Zabok

Višejezični utjecaji na izražavanje emocija u bosanskom i hrvatskom govoru

Polazišna teza ovoga istraživanja je da iako su bosanski i hrvatski jezik strukturno bliski, različito kulturološko i povijesno okruženje oblikuje različite emocionalne registre u govoru

mladih, pri čemu anglicizmi djeluju kao globalni nivelacijski faktor, dok turcizmi/arabizmi i germanizmi/talijanizmi djeluju kao regionalno-identitetski čimbenici.

Istraživanje se teorijski oslanja na sociolingvistiku jezičnog kontakta (Weinreich 1953, Trudgill 2000), pragmalingvistiku i teoriju govornih činova (Searle 1969) te kognitivnu lingvistiku (Lakoff i Johnson 1980). U fokusu su ekspresivi – uskllici, zazivi i fraze kojima mladi govornici (13–18 godina) izražavaju oduševljenje, čuđenje, osudu ili humor. Analizira se njihovo podrijetlo, semantička podloga i pragmatička funkcija te ispituje stupanj funkcionalne ekvivalencije među izrazima u dvama jezicima. Primjerice, jesu li i semantički i funkcionalno podudarni izrazi *Alahu dragi!* i *Bože dragi!*? Čemu u hrvatskom jeziku odgovara izraz *Sikter!* u bosanskom? Koji izraz u hrvatskom jeziku emocionalno odgovara izrazu *El hamdulillah!*, želji (zazivu) da sve bude blagoslovljeno? Što je s izrazima kao *cringe! NPC, slay*, ili *Goat!*, koji su, neočekivano, jednako strani i jednako česti u oba jezika?

Polazišna je pretpostavka da se emocionalni registar mladih oblikuje pod utjecajem triju čimbenika: globalizacijskog (dominantan utjecaj engleskog jezika), regionalno-povijesnog (turcizmi, arabizmi i sl. u bosanskom; germanizmi, talijanizmi i dr. u hrvatskom) te identitetsko-ideološkog (naglašavanje jezične posebnosti, neistovjetnosti s drugim srodnim standardima). Emocionalni izrazi pokazatelji su jezične dinamike i generacijske konstrukcije identiteta u suvremenom bosanskom i hrvatskom govoru. Istraživanje se temelji na kombinaciji kvalitativne i kvantitativne analize. Građa će se prikupljati sustavnim opažanjem svakodnevnoga govora učenika (nastavnici bilježe autentične primjere emocionalno obilježenih izraza), dok će se percepcijska dimenzija ispitati upitnikom kojim će se utvrditi stavovi i samoprocjena govornika o podrijetlu, intenzitetu i funkciji tih izraza unutar integriranog analitičkog modela (podrijetlo, semantika, pragmatička funkcija, identitetska vrijednost). Ovo je istraživanje još u tijeku te trenutno nema zaključak.

Očekivani doprinos istraživanja jest povezivanje sociolingvistike jezičnog kontakta, pragmalingvistike i kognitivne lingvistike u analizi emocionalnog registra mladih govornika bosanskog i hrvatskog jezika. Istraživanje će ponuditi empirijski utemeljenu usporedbu funkcionalne, semantičke i identitetske dimenzije emocionalno obilježenih izraza u dvama srodnim standardnim jezicima, s posebnim naglaskom na utjecaj globalnog engleskog jezika te regionalno-povijesnih leksičkih slojeva.

Ključne riječi: emocionalni izrazi, regionalno-kulturološki okvir, globalizacija

Everyday speech and emotions: Multilingual influences in Bosnian and Croatian

The central thesis of this research is that although Bosnian and Croatian are structurally almost identical languages, different cultural and historical environments shape distinct emotional registers in the speech of young people. In this context, Anglicisms function as a

global leveling factor, while Turkisms/Arabisms and Germanisms/Italianisms operate as regional identity markers. The study is theoretically grounded in sociolinguistics of language contact (Weinreich 1953, Trudgill 2000), pragmalinguistics and speech act theory (Searle 1969), as well as cognitive linguistics (Lakoff & Johnson 1980). The focus is on expressives — exclamations, invocations, and phrases through which young speakers (aged 13–18) express enthusiasm, surprise, disapproval, or humor. The analysis examines their origin, semantic basis, and pragmatic function, and investigates the degree of functional equivalence between expressions in the two languages.

For example, are the expressions *Alahu dragi!* and *Bože dragi!* semantically and functionally equivalent? Which Croatian expression corresponds emotionally to *El hamdulillah!*, an invocation meaning “may everything be blessed”? And what about *cringe*, *NPC*, *slay*, or *GOAT*, which are equally foreign and equally frequent in both languages? The working hypothesis is that the emotional register of young speakers is shaped by three factors: globalization (the dominant influence of English), the regional-historical layer (Turkisms, Arabisms, Germanisms, Italianisms), and identity-ideological factors (emphasizing distinctiveness). Emotional expressions are indicators of linguistic dynamics and identity construction in contemporary Bosnian and Croatian speech. The research combines qualitative and quantitative analysis. Data are collected through systematic observation of students’ everyday speech (teachers record authentic examples of emotionally marked expressions), while the perception is examined through speakers’ attitudes and self-evaluations regarding the origin, semantics, intensity, and function of these expressions within an integrated analytical model. The research is ongoing and currently has no final conclusions.

The expected contribution of the study lies in integrating sociolinguistics of language contact, pragmalinguistics, and cognitive linguistics in the analysis of the emotional register of young Bosnian and Croatian speakers. It aims to provide an empirically grounded comparison of multiple dimensions of emotionally marked expressions in two closely related standard languages, with particular emphasis on the influence of global English and regional-historical lexical layers.

Key words: emotional expressions, regional-cultural framework, globalization

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