

SOCIOLINGVISTIČNO SREČANJE: JEZIKI MED RAZISKOVANJEM IN SKUPNOSTMI

Knjižica povzetkov

SOCIOLINGUISTIC MEETING: LANGUAGES BETWEEN RESEARCH AND COMMUNITIES

Book of Abstracts

Ljubljana, 11.–12. junij / June 2026



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Sociolingvistično srečanje: Jeziki med raziskovanjem in skupnostmi

11. in 12. junij 2026, Filozofska fakulteta Univerze v Ljubljani

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Sociolinguistic Meeting: Languages Between Research and Communities

June 11–12, 2026, Faculty of Arts of the University of Ljubljana

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Uvodna beseda

Pred vami je knjižica povzetkov, ki prinaša bogat in raznolik nabor znanstvenih razmišljanj, pripravljenih ob *Sociolingvističnem srečanju* z naslovom *Jeziki med raziskovanjem in skupnostmi*, ki poteka 11. in 12. junija 2026 na Filozofski fakulteti Univerze v Ljubljani. To srečanje pomeni pomemben korak naprej pri uresničevanju našega skupnega cilja: ponovnem povezovanju raziskovalk in raziskovalcev, ki se posvečajo sociolingvističnim tematikam, ter odpiranju živahnega prostora za razpravo z domačo in tujo strokovno javnostjo.

Sodobna sociolingvistika se že dolgo ne omejuje več le na kabinetno opazovanje, temveč aktivno stopa v družbo in prisluškuje njenim dinamikom. Kot nakazuje že krovni naslov srečanja, se osredotočamo na preplet teorije z raziskovanjem v sodelovanju s skupnostjo. Prispevki, zbrani v knjižici, pričajo o izjemni širini, aktualnosti in raznolikosti izzivov, s katerimi se soočata slovenska in mednarodna sociolingvistika.

Veseli nas, da bosta naši osrednji gostji mednarodno uveljavljeni sociolingvisti, dr. Johanna Vaattovaara (Univerza v Tampereju) in dr. Barbara Soukup (Univerza na Dunaju). Prvi dan bosta s svojima plenarnima predavanjema osvetlili pomembne sodobne koncepte, kot sta občanska znanost in raziskovanje jezikovne krajine, ter izpostavili pomen povezovanja treh ključnih nalog univerze – poučevanja, raziskovanja in komuniciranja znanosti. Piko na i bo postavila skupna delavnica, namenjena praktičnemu načrtovanju sociolingvističnih raziskav v neposrednem sodelovanju s skupnostmi.

Drugi dan bodo obarvali prispevki slovenskih raziskovalk in raziskovalcev, med njimi študentk in študentov. V prvem sklopu bodo predstavljene raziskave jezikovne variantnosti in jezikovnih sprememb tako v govorjeni kot pisni slovenščini ter izpostavljena aktualna vprašanja v jezikoslovju. Drugi del bodo zaznamovale razprave o jezikih v stiku – tako o ohranjanju in reprezentacijah slovenščine znotraj avtohtonih skupnosti v zamejstvu kot tudi o dediščinskih varietetah med izseljenci v diaspori ter o manjšinskih skupnostih in učenju slovenščine kot drugega in tujega jezika. Prispevki zadnjega sklopa bodo odprli tehtna vprašanja o prevajanju in jezikovni rabi ter jeziku, identiteti in družbeni pravičnosti.

Vsem avtoricam in avtorjem se iskreno zahvaljujem za njihove dragocene prispevke in sodelovanje. Vsem želim navdihujoče branje ter predvsem živo, spodbudno in plodno sociolingvistično srečanje, polno barvitih znanstvenih in človeških vezi!

Maja Bitenc, urednica knjižice in organizatorica simpozija

Foreword

The Book of Abstracts presents a rich and diverse collection of scholarly contributions prepared on the occasion of the *Sociolinguistic Meeting* entitled *Languages between Research and Communities*, taking place on June 11 and 12, 2026, at the Faculty of Arts, University of Ljubljana. This meeting represents a significant step forward in achieving our common goal: reconnecting researchers dedicated to sociolinguistic topics and opening a vibrant space for discussion with both domestic and international academic communities.

Modern sociolinguistics has long ceased to be confined to armchair observation; it actively steps into society and listens to its dynamics. As the overarching title of the meeting suggests, our focus is on intertwining theory with research conducted in cooperation with the community. The contributions gathered in this volume bear witness to the exceptional breadth, relevance, and diversity of the challenges facing both Slovenian and international sociolinguistics.

We are delighted that our keynote speakers, the internationally renowned sociolinguists Dr Johanna Vaattovaara (University of Tampere) and Dr Barbara Soukup (University of Vienna), will illuminate important contemporary concepts such as citizen science and linguistic landscape research on the first day, highlighting the importance of connecting the three core missions of the university – teaching, research, and science communication. The first day will be concluded by a joint workshop dedicated to the practical planning of sociolinguistic research in direct cooperation with communities.

The second day will feature contributions from Slovenian researchers, including students at different levels. The opening sessions will present research on language variation and language change in both spoken and written Slovenian, while highlighting current issues in linguistics. The second part will feature discussions on languages in contact – focusing both on the preservation and representation of Slovenian within autochthonous communities in neighboring countries and on heritage varieties among emigrants in the diaspora, as well as on minority communities and the learning of Slovenian as a second and foreign language. The contributions in the final sessions will address important questions concerning translation and language use, as well as language, identity, and social justice.

I would like to express my sincere gratitude to all the authors for their valuable contributions and cooperation. I wish everyone an inspiring read and, above all, a lively, encouraging, and fruitful sociolinguistic meeting, full of vibrant scholarly and personal connections!

Maja Bitenc, Editor of the Book of Abstracts and Symposium Organizer

PROGRAM/PROGRAMME

ČETRTEK / THURSDAY, 11. 6. 2026
Didaktična predavalnica / Didactic classroom

9.00–9.10	Uvodni pozdravi in nagovori / Opening greetings and addresses Maja Bitenc , organizatorica Sociolingvističnega srečanja / organizer of the Sociolinguistic Meeting Mojca Smolej , vodja raziskovalnega programa Slovenski jezik – temeljne, kontrastivne in aplikativne raziskave / head of the Research Programme Slovenian Language – Fundamental, Contrastive, and Applied Research Hotimir Tivadar , predstojnik Oddelka za slovenistiko / head of the Department of Slovene Studies
9.00–12.00	Plenarni predavanja / Plenary lectures
9.10–10.25	Barbara Soukup : The Sociolinguistics of Linguistic Landscapes: Variationist, Perceptual, Attitudinal and Citizen Science Approaches / Sociolingvistika jezikovne krajine: Variantnostni, perceptivni, stališčni in občanskoznanstveni pristopi
10.25–10.45	Odmor za kavo / Coffee break (Predavalnica / Room RIM-4)
10.45–12.00	Johanna Vaattovaara : Teaching, Research and Public Outreach Intertwined in Citizen Sociolinguistics: Principles and Practices / Preplet poučevanja, raziskovanja in znanstvenega komuniciranja v občanski sociolingvistiki: Prakse in načela
12.00–13.00	Kosilo / Lunch (Predavalnica / Room RIM-4)
13.00–15.30	Delavnica / Workshop
13.00–13.15	Načrtovanje sociolingvističnih raziskav v sodelovanju s skupnostmi / Designing Sociolinguistic Research with Communities
13.00–13.15	Uvod in navodila / Introduction and instructions
13.15–13.45	1. krog dela v skupinah / 1st round in groups
13.45–14.00	Predstavitev dela po skupinah / Presentation of first-round results
14.00–14.20	Odmor za kavo / Coffee break (Predavalnica / Room RIM-4)
14.20–14.50	2. krog dela v skupinah (oblikovanih na podlagi 1. kroga) / 2nd round in the new groups (based on the 1st round)
14.50–15.30	Razprava in zaključek / Discussion and closing

9.00–10.20	Prvi sklop predstavitev / First session	
	Jezikovna variantnost in jezikovne spremembe / Language Variation and Change Didaktična predavalnica / Didactic classroom Vodi / Chair: Martin Anton Grad	Sodobna vprašanja v jezikoslovju / Contemporary Issues in Linguistics Predavalnica / Lecture room 4 Vodi / Chair: Branislava Vičar
9.00–9.15	Peter Jurgec: Fonološka neprozornost in jezikovna variantnost / Phonological Opacity and Language Variation	Marko Stabej: Navidezna empirija ali sklepalna laž v jezikoslovju / Apparent Empiricism or Inferential Fallacy in Linguistics
9.15–9.30	Tjaša Jakop, Đuro Blažeka: Narečni govor skozi čas na primeru govorov prekmurskega in medžimurskega narečja / Dialectal Speech through Time as Exemplified by the Prekmurje and Međimurje Dialects	Simona Kranjc: Primerjalna analiza človeškega in strojnega pisanja: ChatGPT, Copilot in Gemini / A Comparative Analysis of Human and Machine Writing: ChatGPT, Copilot, and Gemini
9.30–9.45	Maja Bitenc: Jezikovna variantnost in identiteta v gibanju: Primerjava govorcev iz Idrije in Ribnice / Linguistic Variation and Identity in Motion: A Comparison of Speakers from Idrija and Ribnica	Luka Horjak: Uporaba računalniškega programa Praat pri poučevanju akustične fonetike / Use of the Praat Software in Teaching Acoustic Phonetics
9.45–10.00	Ina Poteko: Jezikovne izbire v sporočilih dveh generacij / Language Choices in Text Messages Across Two Generations	Jana Volk, Vanja Petrović: Akademsko znanje med pedagogi, študenti in javnostjo: Komuniciranje znanosti na Oddelku za slovenistiko UP FHŠ / Academic Knowledge among Educators, Students, and the Public: Science Communication at the Department of Slovene Studies, UP FHŠ
10.00–10.20	Vprašanja in diskusija / Questions and discussion	Vprašanja in diskusija / Questions and discussion
10.20–10.45	Odmor za kavo / Coffee break (Predavalnica / Room RIM-4)	

10.45–12.05	Drugi sklop predstavitev / Second session	
	Jeziki v stiku – slovenščina na tujem / Languages in Contact – Slovenian Abroad Didaktična predavalnica / Didactic classroom Vodi / Chair: Luka Horjak	Manjšinske skupnosti ter slovenščina kot drugi in tuji jezik / Minority Communities and Slovenian as a Second and Foreign Language Predavalnica / Lecture room 4 Vodi / Chair: Simona Kranjc
10.45–11.00	Matejka Grgič: Med srcem in dolžnostjo: Reprezentacije (slovenskega) jezika na območju avtohtone poselitve slovenske skupnosti v Italiji / Between Heart and Duty: Representations of the (Slovenian) Language in the Area of Autochthonous Settlement of the Slovenian Community in Italy	Tatjana Balažic Bulc, Vesna Požgaj Hadži: Materni jezik med samoumevnostjo in ideologijami / Mother Tongue: Between Common Sense and Ideologies
11.00–11.15	Andreja Kalc: Slovenski endonimi v Italiji med tradicijo poknjiženja in narečno jezikovno krajino / Slovenian Endonyms in Italy between the Tradition of Standard Language and the Dialectal Linguistic Landscape	Uršula Krevs Birk: Sociolinguistične značilnosti nemško govoreče manjšine v Sloveniji / Sociolinguistic Characteristics of the German-Speaking Minority in Slovenia
11.15–11.30	Matija Kristan: O glasoslovju dediškinskih varietet: Pivški govor v Avstraliji / On the Phonology of Heritage Varieties: The Pivka Local Dialect in Australia	Mihaela Knez, Damjana Kern Andoljšek: Vloga Mladinske poletne šole slovenščine pri učenju jezika in oblikovanju identitete / Role of the Youth Summer School of Slovene in Language Learning and Identity Formation
11.30–11.45	Tadej Kralj: Zbirka prevzetih angleških sposojenk iz angleško-slovenskega slovarčka slovenske skupnosti v Torontu / A Collection of Adopted English Loanwords from the English Slovenian Dictionary of the Slovenian Community in Toronto	Erika Kum: Jezikovna stališča, identiteta in motivacija pri učenju slovenščine kot neprvega jezika / Language Attitudes, Identity, and Motivation in Learning Slovenian as a Non-First Language
11.45–12.05	Vprašanja in diskusija / Questions and discussion	Vprašanja in diskusija / Questions and discussion
12.05–13.00	Kosilo / Lunch (Predavalnica / Room RIM-4)	

13.00–14.20	Tretji sklop predstavitev / Third session	
	Prevajanje in jezikovna raba / Translation and Language Use Didaktična predavalnica / Didactic classroom Vodi / Chair: Mojca Smolej	Jezik, identiteta in diskriminacija / Language, Identity and Discrimination Predavalnica / Lecture room 4 Vodi / Chair: Matejka Grgič
13.00–13.15	Agnes Pisanski Peterlin: Prilagoditve interaktivnih elementov pri prevajanju znanstvenih besedil / Adapting Interactive Elements in Translation of Academic Texts	Branislava Vičar, Krištof Savski: Slovensko, tuje in vmes: Mobilnost in liminalna identifikacija v postjugoslovanskem prostoru / Slovenian, Foreign and In-Between: Mobility and Liminal Identification in the Post-Yugoslav Space
13.15–13.30	Martin Anton Grad: Raba slovarskih virov med teorijo in prakso / The Use of Language Resources: Theory vs. Practice	Aleš Belšak: Raba slovničnega spola v sociolektu kvirovske skupnosti v Sloveniji / The Use of Grammatical Gender in the Sociolect of the Queer Community in Slovenia
13.30–13.45	Kai Žerjav: Pravzaprav ne govorimo o resnici / Actually, We Are Not Talking about Truth	Žan Luka Umičević in Filip Slakan Jakovljevič: Položaj slovenskega jezika v šolstvu 18. stoletja na primeru Felbigerjevega pedagoškega priročnika / The Position of the Slovenian Language in 18th-Century Schooling Based on Felbiger's Pedagogical Manual
13.45–14.00	Luka Lončar, Sara Garbajs, Tinkara Drstvenšek, Marko Sette: Vikanje v slovenščini pri študentih / Students' Use of V-form in Slovenian	Manca Toporišič Gašperšič: Katalonščina v španskem javnem zdravstvenem sistemu: Analiza primerov jezikovne diskriminacije / Catalan in the Spanish Public Healthcare System: An Analysis of Cases of Linguistic Discrimination
14.00–14.20	Vprašanja in diskusija / Questions and discussion	Vprašanja in diskusija / Questions and discussion

PLENARNI PREDAVANJI / PLENARY LECTURES

The Sociolinguistics of Linguistic Landscapes: Variationist, Perceptual, Attitudinal and Citizen Science Approaches / Sociolingvistika jezikovne krajine: Variantnostni, perceptivni, stališčni in občanskoznanstveni pristopi

In this presentation, I draw on the field of linguistic landscape studies (LLS) to refract and exemplify a broad range of agendas, theories, methodologies, and findings from the discipline of sociolinguistics at large. I begin by casting the linguistic landscape (LL; defined here as “[t]he use of language in its written form in the public space” – Gorter 2013: 191) as an interactional dialogue between sign authors and sign readers, as per a dialogical model of communication: ‘producing’ and ‘receiving’ participants reciprocally and actively influence each other; and both therefore play constitutive as well as contingent roles in meaning-making (cf., e.g., Bakhtin 1986[1952-53], Goffman 1959/1981, Gumperz 1982, Erickson 1986, Schiffrin 1994, Tannen 2007). Thus, LL sign producers do not unilaterally create and transmit messages, but, rather, they anticipate and react to prospective sign readers’ interpretations, designing their communicative output accordingly, and strategically, to achieve desired effects. In turn, LL readers do not merely passively ‘receive’ messages, but actively engage in the situated interpretation of signs, drawing on all available linguistic and socio-contextual information to actively infer meaning (Dannerer & Soukup 2025: 97).

I use the dialogical model to argue that variationist sociolinguistic analyses, perceptual linguistic investigations, and language attitude studies regarding language (variety) choice in the LL are all necessary and complementary tools in the process of tracing the “inevitable” (Fasold, 1990: 223) interaction between language use and social forces and dynamics out of which meaning in the LL arises. In particular, integrating these tools can generate empirical evidence regarding (1) how sign producers choose the languages (varieties) on their signage strategically to achieve certain communicative effects (e.g., using English to project associations of ‘modern’ and

‘international’, or Austrian dialect to project ‘Austrianness’), and (2) whether such strategic language use is successful in terms of sign readers’ respective contextualized interpretations.

I draw on the rationales, methods, and findings of two large-scale LLS projects (‘ELLViA’ – Soukup 2016; and ‘VisibLL’ – Soukup et al. 2023) to explicate and exemplify my argument, using current knowledge of the linguistic make-up as well as social perceptions of multilingual language choice in the LL of Vienna, Austria, as a showcase. I also explore the potential of citizen science in the endeavor of applying a multidimensional sociolinguistic approach to the study of LL meaning-making.

Keywords: sociolinguistic variation, linguistic perception, language attitudes, citizen science, linguistic landscapes

V prispevku izhajam iz raziskovanja jezikovne krajine, da ponazorim in osvetlim širok nabor agend, teorij, metodologij in ugotovitev v okviru sociolingvistike kot celote. Začnem z razumevanjem jezikovne krajine (opredeljene kot »raba jezika v njegovi pisni obliki v javnem prostoru« – Gorter 2013: 191) kot interakcijskega dialoga med ustvarjalci napisov in njihovimi bralci, v skladu z dialoškim modelom komunikacije: udeleženci v vlogi »proizvajalcev« in »prejemnikov« vzajemno in aktivno vplivajo drug na drugega ter zato igrajo tako konstitutivne kot kontingentne vloge v procesu tvorjenja pomena (prim. npr. Bakhtin 1986 [1952–53], Goffman 1959/1981, Gumperz 1982, Erickson 1986, Schiffrin 1994, Tannen 2007). Tako ustvarjalci napisov v jezikovni krajini ne ustvarjajo in ne posredujejo sporočil enostransko, temveč predvidevajo interpretacije potencialnih bralcev in se nanje odzivajo, pri čemer svoje komunikacijske izbire oblikujejo načrtno in strateško, da bi dosegli želene učinke. Po drugi strani bralci napisov ne ostajajo pasivni prejemniki, temveč aktivno sodelujejo v kontekstualizirani interpretaciji znakov, pri čemer se pri razbiranju pomena opirajo na vse razpoložljive jezikovne in družbenokontekstualne informacije (Dannerer & Soukup 2025: 97).

Z uporabo dialoškega modela zagovarjam stališče, da so variantnostne sociolingvistične analize, perceptivne jezikoslovne raziskave in študije jezikovnih stališč glede izbire jezika (ali varietete) v jezikovni krajini nujna in komplementarna orodja pri sledenju »neizogibni« (Fasold 1990: 223) interakciji med jezikovno rabo ter družbenimi silnicami in dinamiko, iz katerih izhaja

pomen v jezikovni krajini. Zlasti povezovanje teh pristopov omogoča empirične vpogledе v to, (1) kako ustvarjalci napisov strateško izbirajo jezike (varietete), da bi dosegli določene komunikacijske učinke (npr. raba angleščine za ustvarjanje asociacij z »modernim« in »mednarodnim« ali raba avstrijskega narečja za izražanje »avstrijskosti«), ter (2) ali je takšna strateška raba jezika uspešna z vidika kontekstualiziranih interpretacij bralcev.

Pri tem se opiram na izhodišča, metode in rezultate dveh obsežnih projektov s področja raziskovanja jezikovne krajine (»ELLViA« – Soukup 2016; in »VisibLL« – Soukup idr. 2023), s katerimi pojasnujem in ponazarjam svojo argumentacijo, pri čemer kot primer uporabljam aktualna spoznanja o jezikovni sestavi ter družbenih percepcijah večjezičnih izbir v jezikovni krajini Dunaja v Avstriji. V sklepnem delu obravnavam tudi potencial občanske znanosti pri uveljavljanju večdimenzionalnega sociolingvističnega pristopa k proučevanju tvorjenja pomena v jezikovni krajini.

Ključne besede: sociolingvistična variantnost, jezikovno dojemanje, jezikovna stališča, občanska znanost, jezikovna krajina

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Teaching, Research and Public Outreach Intertwined in Citizen Sociolinguistics: Principles and Practices / Preplet poučevanja, raziskovanja in znanstvenega komuniciranja v občanski sociolingvistiki: Prakse in načela

In academia, teaching, research, and public outreach (the latter underpinning what is known as the “third mission” of universities; see, e.g., Compagnucci & Spigarelli 2020) are generally treated and discussed as separate entities. In this talk, I reflect on both the motivation and the practice of combining education, research and public outreach in the context of citizen (socio)linguistics.

By citizen sociolinguistics, I refer to a research practice in which people are engaged in *doing* research *with* academic researchers. This type of citizen sociolinguistics builds on an epistemology according to which “people themselves know more than anyone else about why and how language matters to them” (Svendsen & Goodchild, 2024: 407). While this starting point is already familiar from folk linguistics (e.g. Niedzielski & Preston 2000), in this tradition ‘citizens’ have usually remained as objects of research from the outside (Svendsen 2018). Citizen sociolinguistics (CS), by contrast, involves people as co-researchers (e.g. Svendsen & Goodchild 2024; Soukup 2023), often in line with principles of participation as defined by ECSA (2015).

In my talk, I reflect on my own shift from more traditional perceptual sociolinguistics to participatory perceptual linguistics. As an empirical example, I present the key goals, practices and outcomes of the project LANGAWARE (Societal Awareness of Linguistic Variation and Change, funded by the Kone Foundation, 2023–2025). The project was based on dialogue between academic researchers, university students of linguistics and volunteer participants outside the academia (Vaattovaara & Hippi, under review). In this project, all positioned as researchers and learners, and all three missions of the university were intertwined. I conclude by sharing key insights from this

project that may be useful for sociolinguists interested in developing their own participatory research models.

Keywords: citizen science, perceptual sociolinguistics, qualitative research, education, societal impact

V akademskem prostoru poučevanje, raziskovanje in komunikacijo znanosti (slednja je temelj t. i. »tretjega poslanstva« univerz; gl. npr. Compagnucci & Spigarelli 2020) običajno obravnavamo in predstavljamo kot ločene dejavnosti. V prispevku razmišljam o motivaciji in praksi združevanja izobraževanja, raziskovanja in komunikacije znanosti v okviru občanske (socio) lingvistike.

Z izrazom občanska sociolingvistika označujem raziskovalno prakso, v kateri se ljudje vključujejo v raziskovanje skupaj z akademskimi raziskovalkami in raziskovalci. Ta smer občanske sociolingvistike temelji na epistemologiji, po kateri »ljudje sami vedo več kot kdorkoli drug o tem, zakaj in kako jim je jezik pomemben« (Svendsen & Goodchild 2024: 407). Čeprav je tak pogled že znan iz ljudskega jezikoslovja (npr. Niedzielski in Preston 2000), so v tem okviru 'občani' praviloma ostajali predmet raziskovanja, ne pa dejavni udeleženci (Svendsen 2018). Občanska sociolingvistika pa nasprotno ljudi vključuje kot soustvarjalce raziskav (npr. Svendsen & Goodchild 2024; Soukup 2023), pogosto v skladu z načeli participacije, kot jih opredeljuje ECSA (2015).

V prispevku predstavim svoj premik od bolj tradicionalne perceptivne sociolingvistike k participativni perceptivni lingvistiki. Kot empirični primer prikažem ključne cilje, prakse in rezultate projekta LANGAWARE (Societal Awareness of Linguistic Variation and Change, ki ga je financirala fundacija Kone v letih 2023–2025). Projekt je temeljil na dialogu med akademskimi raziskovalci, študenti jezikoslovja ter prostovoljnimi udeleženci izven akademskega prostora (Vaattovaara & Hippi, v recenziji). V projektu so bili vsi udeleženci hkrati v vlogi raziskovalcev in učencev, pri čemer so se prepletala vsa tri poslanstva univerze. Prispevek zaključujem s predstavitvijo ključnih spoznanj projekta, ki so lahko koristna za sociolingviste, ki jih zanima razvoj lastnih participativnih raziskovalnih modelov.

Ključne besede: občanska znanost, perceptivna sociolingvistika, kvalitativno raziskovanje, izobraževanje, družbeni vpliv

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Delavnica / Workshop: Načrtovanje sociolingvističnih raziskav v sodelovanju s skupnostmi / Designing Sociolinguistic Research with Communities

Delavnica, ki jo vodita Johanna Vaattovaara in Barbara Soukup, je zasnovana kot sodelovalen in refleksiven prostor za razvoj raziskovalnih idej. Njen namen je udeleženske in udeležence podpreti pri oblikovanju novih raziskovalnih pobud ter jim omogočiti, da svoje zamisli preizkusijo, nadgradijo in umestijo v širši kontekst v dialogu z drugimi.

Delo je organizirano v manjših skupinah, ki se najprej oblikujejo naključno, nato pa se preoblikujejo glede na skupne tematske in metodološke interese. Delavnica tako spodbuja vzpostavljanje novih raziskovalnih povezav ter razvoj sodelovalnih pobud, ki lahko vodijo v prihodnje skupno delo.

The workshop, led by Johanna Vaattovaara and Barbara Soukup, is conceived as a collaborative and reflective space for the development of research ideas. Its aim is to support participants in shaping their new research designs and to provide an opportunity to test, refine, and contextualize these ideas through dialogue with others.

The workshop is structured around work in small groups, which are first formed randomly and later reorganized according to shared thematic and methodological interests. The workshop allows and encourages the formation of new research connections and the development of collaborative initiatives that may lead to future joint work.

**PREDSTAVITVE
SLOVENSKIH
RAZISKOVALK IN
RAZISKOVALCEV /
PRESENTATIONS
BY SLOVENIAN
RESEARCHERS**

Jezikovna variantnost in jezikovne spremembe / Language Variation and Change

Fonološka neprozornost in jezikovna variantnost / Phonological opacity and language variation

Glasovni vzorci v jezikih sveta so lahko prozorni ali neprozorni (Kiparsky 1976). V standardni slovenščini je vstavljanje [ə] med nezvočnika (npr. /niz-k/ → [nizək] 'nizek', prim. [niska] 'Ž') prozorno, saj ne vpliva na prilikovanje po zvonečnosti. Drugače bi bilo, če bi se nezvočnik najprej onezvenečil, potem pa bi bil vstavljen [ə] (hipotet. /niz-k/ → nisk → [nisək]). Vstavljeni [ə] loči nezvočnika, s tem pa odstrani okolje za prilikovanje nezvočnikov.

Prozorni glasovni vzorci so v jezikih sveta pogostejši kot neprozorni (Parker 2009). Neprozornost pogosto nastane diahrono kot vmesna razvojna stopnja (Kiparsky 1971; Sanders 2003), ko lahko hkrati obstajata tako neprozorni kot prozorni vzorec (Joos 1942), čeprav podatki niso vedno jasni (Kaye 2026).

Tovrstno variantnost ponazarjam s podatki v korpusu Gos 2.1 (Verdonik idr. 2023). Osredinjam se na tri primere. Prvi zadeva končno nezvenečnost in izpad samoglasnikov. Govor Šmartnega (Jurgec 2019) pozna končno nezvenečnost (/pom'lad/ → [pom'lat] 'pomlad'), vendar pa ohranja zvonečnost nezvočnikov, ki postanejo končni zaradi izpada samoglasnika (/pom'lad-i/ → [pom'lad] 'ROD'). Pojav najdemo tudi v drugih varietetah slovenščine (Božič 2015), pogosto pa samo v velelniku (/paz-i/ → [paz] 'pazi!').

Drugi neprozorni pojav najdemo v deležniku, kjer se pripona /-l/ v kodah realizira kot [w] (['delaw] 'delal'), a ne, ko izpade končni /-i/ (['delal] 'delali').

Zadnji primer je vpliv naglasa na redukcijo. Govor Valburge (Benedik 1981) pozna v prednaglasnem položaju samo [ə], [i u] pa sta mogoča le, če sta v povezanih oblikah naglašena ([zi'daR] 'zidar', prim. ['zidət] 'zidati'). Ta vzorec je geografsko širši (Rigler 1955).

Ti primeri kažejo, da je prozornost pomemben dejavnik pri opisu in analizi variantnosti in jezikovnega razvoja.

Ključne besede: fonologija, neprozornost, fonološka pravila, slovenska narečja

Phonological rules can interact transparently or opaquely (Kiparsky 1976). Cross-linguistically, transparency is more common than opacity (Parker 2009). Opaque interactions can arise at the intermediate stage between two sound changes (Kiparsky 1971; Sanders 2003), where they often coexist with transparent interactions (Joos 1942), although some of the reported examples of this variation require closer scrutiny (Kaye 2026).

Here I illustrate three cases of this type of variation using evidence from the corpus of spoken Slovenian Gos 2.1 (Verdonik et al. 2023). I first focus on final devoicing and vowel deletion. Šmartno Slovenian (Jurgec 2019) devoices underlyingly final obstruents (e.g. /pom'lad/ → [pom'lat] 'spring'), but retains voicing of obstruents that become final as a result of vowel deletion (/pom'lad-i/ → [pom'lad] 'spring-GEN'). This pattern is present in other varieties of Slovenian (Božič 2015), although it can be morphologically restricted (imperative only, e.g. /paz-i/ → [paz] 'watch out.IMP').

Opacity is also found in past participle forms, where the suffix /-l/ surfaces as [w] in final positions (e.g. ['delaw] 'he worked'), but remains [l] when it becomes final only after deletion of final /-i/ (['delal] 'they worked').

The final case is the influence of stress on vowel reduction. In Valburga Slovenian (Benedik 1981), only [ə] is possible in pretonic positions. However, pretonic [i u] are possible if morphologically related forms bear stress on those vowels (e.g. /di'f-i/ → [də'fi] 'smells' versus [zi'daR] 'bricklayer', cf. ['zidət] 'to lay bricks'). This pattern is found in other dialects of Slovenian (Rigler 1955).

These cases show that opaque rule interactions are not only theoretically relevant, but also empirically useful for describing phonological variation and ongoing sound change.

Keywords: phonology, opacity, phonological rules, dialect, Slovenian

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Narečni govor skozi čas na primeru govorov prekmurskega in medžimurskega narečja / Dialectal Speech through Time as Exemplified by the Prekmurje and Međimurje Dialects

Raziskave o generacijskih spremembah v slovenskih narečjih se osredotočajo na »narečno niveliranje« – proces, pri katerem značilne narečne prvine izginjajo, saj se mlajši govorci vse bolj nagibajo k regionalnim pogovornim jezikom ali knjižni slovenščini. V tokratnem prispevku se bomo posvetili spreminjanju narečnega govora (natančneje bomo analizirali spreminjanje cankovskega govora slovenskega prekmurskega narečja in štrigovskega govora hrvaškega medžimurskega narečja).

Avtorica prispevka se s spreminjanjem prekmurskega govora Cankove ukvarja že dobri dve desetletji (Jakop 2006, Jakop 2017, Jakop 2025). Narečno gradivo prekmurskega govora vasi Cankova smo zbirali na terenu od konca 90-ih let do danes in bo v članku primerjano z narečnim gradivom, objavljenim 1909 v glasoslovni razpravi o cankovskem narečju Avgusta Pavla (slednje se od sodobnejšega loči tudi po načinu transkripcije, sicer pa je razprava pisana v madžarskem jeziku).

V prispevku bo predstavljena analiza besedja cankovskega in štrigovskega govora. Hrvaški dialektolog Đuro Blažeka bo namreč kot raziskovalec štrigovskega govora (in soavtor narečnega slovarja omenjenega medžimurskega narečja iz 2025, ki vsebuje 30.000 gesel) na podlagi narečnega gradiva primerjal rabo narečja pri različnih generacijah govorcev in ga hkrati primerjal s sosednjimi slovenskimi narečji ter iskal podobnosti med hrvaškimi medžimurskimi govori na eni in slovenskimi panonskimi narečji na drugi strani ter opozarjal na t. i. lažne prijatelje.

Ključne besede: jezikovna variantnost, jezikovne spremembe, jezikovni stik, panonsko prekmursko narečje, kajkavsko medžimursko narečje

Research on generational changes in Slovenian dialects focuses on “dialect leveling” – a process where distinctive dialect features disappear as younger speakers lean more toward regional colloquial languages or standard Slovenian. In this contribution, we will focus on the transformation of dialect speech; specifically, we will analyze changes in the Cankova speech (of the Slovenian Prekmurje dialect) and the Štrigova speech (of the Croatian Međimurje dialect).

The author of this contribution has been studying the changes in the Prekmurje speech of Cankova for over two decades (Jakop 2006, Jakop 2017, Jakop 2025). Dialect material for the Prekmurje speech of the village of Cankova has been collected in the field from the late 1990s to the present; in this article, it will be compared with dialect material published in 1909 in Avgust Pavel’s phonetic treatise on the Cankova dialect (the latter differs from modern data in its transcription method and was originally written in Hungarian).

The contribution will present an analysis of the vocabulary of the Cankova and Štrigova speeches. Croatian dialectologist Đuro Blažeka, as a researcher of the Štrigova speech (and co-author of a 2025 dialect dictionary of the aforementioned Međimurje dialect containing 30,000 entries), will use dialect material to compare dialect usage across different generations of speakers. Simultaneously, he will compare it with neighboring Slovenian dialects, seeking similarities between Croatian Međimurje speeches on one side and Slovenian Pannonian dialects on the other, while also pointing out so-called false friends.

Keywords: language variation, language change, language contact, Pannonian Prekmurje dialect, Kajkavian Međimurje dialect

Jezikovna variantnost in identiteta v gibanju: Primerjava govorcev iz Idrije in Ribnice v različnih kontekstih / Linguistic Variation and Identity in Motion: A Comparison of Speakers from Idrija and Ribnica across Contexts

Prispevek primerjalno obravnava jezikovne prakse in identitetne procese govorcev z Idrijskega in Ribniškega, ki se zaradi šolanja ali dela redno gibljejo med lokalnim okoljem in Ljubljano. Raziskava pokaže, kako mobilnost pri govorcih različnih narečij vpliva na oblikovanje govornih repertoarjev, na rabo narečnih in standardnih prvin, na metajezikovne predstave, jezikovna stališča in identitete.

Raziskava metodološko združuje: (i) samosnemanje avtentičnega govora v vsakodnevni situaciji (≈ 82 h), iz katerih je bilo izbranih ≈ 6,5 ur gradiva za variantnostno analizo petih fonoloških variabel po domenah; (ii) poglobljene polstrukturirane intervjuje z informanti in njihovimi znanci, ki osvetljujejo strategije govornega prilagajanja, jezikovna stališča, identitetne orientacije ter zaznave stigme in prestiža.

Primerjava pokaže pomembne razlike med skupinama. Govorci z Idrijskega v povprečju ohranjajo višje deleže narečnih variant, medtem ko govorci z Ribniškega izkazujejo nižje vrednosti in izrazitejšo težnjo k standardni rabi, zlasti v polformalnih okoljih. Govorni profili se razlikujejo: poleg kodnih prekopljevalcev in mešalcev je pri Ribničanih prepoznaven tip standardnega govorca, pri Idričanih pa stabilnejši narečni govorci. Intervjuji razkrivajo razlike v stališčih: ribniški informanti pogosteje omenjajo sram, ambivalenčnost ali neželjeno opaznost narečja. V obeh skupinah odrasli v govoru z otroki povečujejo rabo standardnih oblik, pri ribniških informantih to izstopa tudi v metajezikovnih komentarjih.

Rezultati potrjujejo, da tradicionalna delitev na knjižni jezik in narečje ne zajame kompleksnega, hibridnega in kontekstualno pogojenega govornega vedenja mobilnih govorcev. Primerjalna analiza tako osvetljuje preplet

jezikovne variantnosti, mobilnosti in identitetnih orientacij ter ponuja izhodišče za nadgradnjo raziskav govorne slovenščine tudi na drugih narečnih področjih.

Ključne besede: jezikovna variantnost, cerkljansko in dolensko narečje, fonološke variable, jezikovna identiteta in stališča, sociolingvistični intervju

The paper offers a comparative analysis of linguistic practices and identity processes among speakers from the Idrija and Ribnica regions, who regularly move between their local communities and Ljubljana for work or education. It shows how mobility shapes the repertoires of speakers of two dialect backgrounds, influencing their use of dialectal and standard features as well as their metalinguistic representations and language attitudes.

The study combines (i) self-recorded spontaneous speech in everyday situations (≈ 82 h), of which 6.5 hours were selected for a variationist analysis of five phonological variables across domains, and (ii) semi-structured interviews with speakers and their acquaintances, illuminating accommodation strategies, identity positioning and perceptions of stigma and prestige.

The comparison reveals clear differences between the communities. Idrija speakers maintain higher shares of dialectal variants, while Ribnica speakers show lower proportions and a stronger tendency toward more standard-like usage, especially in semi formal settings. Their speaker profiles also diverge: alongside code switchers and code mixers, a distinct standard oriented type appears among Ribnica speakers, whereas Idrija speakers more often represent a stable dialect speaker type. Interview data further show that Ribnica speakers more frequently report shame, ambivalence or unwanted visibility tied to dialect use. In both groups, adults increase standard usage in child directed speech, a tendency especially salient also in Ribnica speakers' metalinguistic comments.

The findings demonstrate that the traditional Slovenian dichotomy between standard and dialect does not capture the hybrid and context-dependent practices of mobile speakers. The comparative perspective thus highlights the interplay of linguistic variation, mobility and identity and provides a basis for further research on spoken Slovenian across dialect areas.

Keywords: language variation, Cerkljansko and Lower Carniola dialects, phonological variables, language identity and attitudes, sociolinguistic interview

Jezikovne izbire v sporočilih dveh generacij / Language Choices in Text Messages Across Two Generations

Internet in mobilne naprave so korenito spremenili človeške sporazumevalne navade, ki se s tehnološkim razvojem spreminjajo še naprej. Možnost računalniško posredovane komunikacije je ustvarila potrebo, da se pisni jezik prilagodi družbenim interakcijam, ki se odvijajo pisno prek mobilnih naprav in računalnikov, pri čemer so pomembni dejavniki inovacij in sprememb govornost oziroma zapis govora, semiočna kompenzacija in ekonomičnost (Androutsopoulos 2011). V prispevku bomo analizirali nekaj pogovorov preko sporočil, ki so se odvili med osebami, starimi 20–30 let, in njihovimi starši (100–200 sporočil na pogovor). Posamezna sporočila bomo razvrstili v štiri skupine glede na stopnjo (ne)knjižnosti (gl. Poteko in Stabej 2023), kar nam bo omogočilo opazovanje potencialne povezave jezikovne rabe z demografskimi dejavniki, predvsem s starostjo in spolom.

Ključne besede: slovenščina, sporočila, jezikovne zvrsti

The internet and mobile devices have fundamentally transformed human communication practices, which continue to evolve alongside technological development. Computer-mediated communication has created a need for written language to adapt to social interactions that take place in written form via mobile devices and computers. In this context, key factors of innovation and change include orality (i.e., the representation of speech in writing), semiotic compensation, and economy (Androutsopoulos 2011). In this paper, we analyze a few message-based conversations between individuals aged 20–30 and their parents (100–200 messages per conversation). Individual messages will be categorized into four groups according to their degree of (non-)standardness (see Poteko and Stabej 2023), which will allow us to observe potential correlations between language use and demographic factors, particularly age and gender.

Keywords: Slovenian, messages, language varieties

**Sodobna vprašanja
v jezikoslovju /
Contemporary Issues in
Linguistics**

Navidezna empirija ali sklepalna laž v jezikoslovju / Apparent Empiricism or Inferential Fallacy in Linguistics

V slovenskem jezikoslovnem diskurzu (pa najbrž v humanističnem diskurzu nasploh) lahko razumljivo zasledimo vzpostavljanje vzročno-posledičnih razmerij med ugotovljenimi pojavi in njihovimi domnevnimi posledicami za skupnost oziroma družbo. Manj razumljivo oziroma sprejemljivo – vsaj v zadnjem času – pa se zdi, če tovrstne vzročno-posledične trditve niso podkrepljene z ustreznimi podatki, še posebej, če so izrečene brez kakršne koli omejitve veljavnosti. Če pa se tovrstno sklepanje sklicuje na domnevne podatke, ki jih bodisi ni bodisi so celo v nasprotju z izrečenim, ne gre več za metodološko nerodnost, ampak za laž. Za to pa ne bi smelo biti prostora ne v znanstvenem ne v poljudnem jezikoslovnem razpravljanju. V prispevku bomo podrobneje obravnavali nekaj primerov spornih trditev.

Ključne besede: sociolingvistika, jezikoslovni podatki, slovensko jezikoslovje, slovenščina

In Slovenian linguistic discourse (and likely in humanities discourse in general), we can understandably observe the establishment of cause-and-effect relationships between observed phenomena and their presumed consequences for the community or society. Less understandable or acceptable – at least in recent times – however, is when such cause-and-effect claims are not supported by relevant data, especially if they are made without any qualification of validity. However, if such reasoning relies on alleged data that either does not exist or even contradicts the statement, this is no longer a matter of methodological error, but rather of a lie. There should be no place for this in either scientific or popular linguistic discourse. In this article, we will examine in more detail a few examples of such controversial claims.

Keywords: sociolinguistics, linguistic data, Slovenian linguistics, Slovenian

Primerjalna analiza človeškega in strojnega pisanja: ChatGPT, Copilot in Gemini / A Comparative Analysis of Human and Machine Writing: ChatGPT, Copilot, and Gemini

V prispevku bom analizirala proces tvorjenja pomena v štirih komentarjih. Osrednje gradivo analize predstavlja izviren komentar, objavljen v tedniku Mladina ob izidu knjige Branka Grimsa leta 2024. Komentar služi kot referenčna točka za primerjavo s strojno generiranimi odzivi, pridobljenimi na podlagi enotnega poziva (prompta) trem trenutno najpogostejše uporabljanim velikim jezikovnim modelom (VJM): ChatGPT, Copilot in Gemini.

V središču raziskave bodo štiri ključne ravni diskurza.

- Diskurzna pozicija: Človeški avtor nastopa iz jasno definirane, subjektivne in vrednostno opredeljene pozicije, medtem ko modeli UI zavzemaajo držo navidezne nevtralnosti, ki pa je rezultat platformne regulacije in varnostnih filtrov.
- Retorične strategije: Z analizo bom ugotavljala, kako se besedila med seboj razlikujejo. Predpostavljam, da človek uporablja kompleksne strategije in figure, kot so ironija, metaforika in osebna nota, medtem ko so strojni odgovori nagnjeni k shematičnosti, generičnim povzetkom in izogibanju neposredni polemiki.
- Pragmatična orientacija: Z analizo želim odgovoriti na vprašanje, kako se modeli odzivajo na občutljive politične teme. Zanimalo me bo tudi, ali npr. Copilot in Gemini, ki sta močnejše integrirana s spletnimi iskalniki in strožjo korporativno regulacijo, kažeta večjo mero zadržanosti v primerjavi z izvirnim komentarjem.
- Semantična dinamika: Z analizo bom poskusila pokazati, kako se v besedilih gradi pomen – ali gre za globinsko razumevanje konteksta (človek) ali za statistično napovedovanje najverjetnejših besednih zvez (UI).

Pričakovati je, da bodo ugotovitve miniraziskave pokazale jasen razkorak med avtentičnim javnim diskurzom, ki temelji na kritični presoji, in

platformno reguliranim generiranjem vsebine, ki mnenjski žanr reducira na informativno-opisno obliko. Raziskava s tem odpira vprašanja o prihodnosti izražanja javnega mnenja in zmožnosti umetne inteligence za participacijo v kompleksnih družbenih razpravah.

Ključne besede: komentar, UI, VJM

This paper analyzes the process of meaning-making across four opinion pieces. The primary material for the analysis is an original commentary published in Mladina in 2024, following the release of Branko Grims' book. This commentary serves as a reference point for a comparison with machine-generated responses obtained through a uniform prompt provided to the three most widely used large language models: ChatGPT, Copilot, and Gemini.

The research focuses on four key levels of discourse:

- **Discursive Position:** While the human author operates from a clearly defined, subjective, and value-oriented position, the AI models adopt a stance of apparent neutrality – a byproduct of platform regulation and safety filters.
- **Rhetorical Strategies:** The analysis examines stylistic divergences. It is hypothesized that the human author employs complex strategies and figures such as irony, metaphor, and a personal tone, whereas machine responses tend toward schematization, generic summaries, and the avoidance of direct polemics.
- **Pragmatic Orientation:** The study aims to determine how these models respond to sensitive political topics. Specifically, it investigates whether Copilot and Gemini, which are more closely integrated with web search engines and subject to stricter corporate regulation, exhibit a higher degree of restraint compared to the original commentary.
- **Semantic Dynamics:** The analysis explores how meaning is constructed within the texts – distinguishing between the deep contextual understanding of the human author and the statistical prediction of word sequences utilized by the AI.

The findings of this mini-study are expected to reveal a clear gap between authentic public discourse based on critical judgment and platform-regulated

content generation, which reduces the opinion genre to an informative-descriptive format. Consequently, the research raises important questions regarding the future of public opinion expression and the capacity of AI to participate in complex debates.

Keywords: commentary, AI, LLM

Uporaba računalniškega programa Praat pri poučevanju akustične fonetike / Use of the Praat Software in Teaching Acoustic Phonetics

Praat je brezplačen, odprtokoden program za analizo zvočnega signala, ki velja za standardno orodje v akustični fonetiki. Na Oddelku za slovenistiko Filozofske fakultete Univerze v Ljubljani ga pri predmetih Govorna tehnika in Besedilna fonetika slovenskega knjižnega jezika uporabljamo kot temeljno podporo pri poučevanju segmentalnih in suprasegmentalnih lastnosti govora.

V prvem delu prispevka predstavljamo didaktično uporabo Praata pri analizi slovenskih samoglasnikov. Študentje zvočne posnetke segmentirajo ter izmerijo formantne frekvence (F1–F4), na osnovi katerih s programskim jezikom R pripravimo izrise razmerij med F1 in F2. Ti omogočajo vpogled v lego jezika v ustni votlini. Vrednosti formantov primerjamo tako v linearni skali (Hz) kot v treh psihoakustičnih logaritemskih skalah (mel, Bark, ERB). Analiza pokaže, da psihoakustične skale bolj zvesto odražajo medsebojna razmerja med samoglasniki kot linearna skala, zato so primernejše pri didaktični razlagi akustičnih (in artikulacijskih) razlik.

V drugem delu prikazujemo uporabo Praata pri analizi osnovne frekvence (f_0) za določanje tonskih potekov naglasa. Analizirali smo nabor posnetkov besed na črko ž iz 3. izdaje Slovarja slovenskega knjižnega jezika ter z meritvami f_0 in njeno vizualizacijo prikazali, kako lahko natančneje opredelimo tonske konture naglašanih zlogov.

Oba pristopa dokazujeta, da uporaba Praata pri pouku olajša razumevanje sicer abstraktnih fonetičnih vsebin ter hkrati spodbuja samostojno raziskovalno delo študentov.

Ključne besede: Praat, akustična fonetika, formanti, osnovna frekvenca (f_0), poučevanje fonetike

Praat is a free, open source programme for speech signal analysis and is widely regarded as a standard tool in acoustic phonetics. At the Department of Slovene Studies, Faculty of Arts, University of Ljubljana, it is used in the courses Rhetoric of Speech and Text Phonetics of Slovene Modern Language as a central support tool for teaching both segmental and suprasegmental properties of speech.

The first part of the paper presents the didactic use of Praat in the analysis of Slovenian vowels. Students segment audio recordings and measure formant frequencies (F1–F4), which are then used to generate F1–F2 plots with the R programming language. These visualisations provide insight into tongue position within the oral cavity. Formant values are compared both in a linear scale (Hz) and in three psychoacoustic logarithmic scales (mel, Bark, ERB). The analysis shows that psychoacoustic scales more faithfully reflect the relative relationships between vowels than the linear scale, making them more suitable for pedagogical explanations of acoustic (and articulatory) distinctions.

In the second part, we present the use of Praat in the analysis of fundamental frequency (f_0) for identifying tonal contours of stress. We analysed a set of recordings of words beginning with *ž* from the 3rd edition of the Dictionary of Standard Slovenian and demonstrate how measurements and visualisations of f_0 can be used to define the pitch contours of stressed syllables more precisely.

Both approaches demonstrate that the use of Praat in teaching facilitates the understanding of otherwise abstract phonetic concepts while also encouraging independent research work among students.

Keywords: Praat, acoustic phonetics, formants, fundamental frequency (f_0), phonetics teaching

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Akademsko znanje med pedagogi, študenti in javnostjo: Komuniciranje znanosti na Oddelku za slovenistiko UP FHŠ / Academic Knowledge among Educators, Students, and the Public: Science Communication at the Department of Slovene Studies, UP FHŠ

Pomemben del pedagoškega in raziskovalnega dela na Oddelku za slovenistiko Fakultete za humanistične študije Univerze na Primorskem predstavlja tudi javna komunikacija humanističnega znanja. Raziskovanje, poučevanje in posredovanje znanstvenih spoznanj se prepletajo v projektih, ki vključujejo študente, pedagoge in širšo javnost ter tako ustvarjajo prostor za prenos akademskega znanja v družbo.

V prispevku bomo predstavili projekte, ki jih izvajamo na oddelku, njihov pomen za razvijanje študijskih kompetenc in načine posredovanja humanističnega znanja širši javnosti. V radijski rubriki Kotiček za jeziček se jezikoslovna teorija srečuje z vsakdanjo prakso oziroma jezikovno rabo. Prek analize konkretnih jezikovnih zagat študenti pod mentorstvom profesorjev raziskujejo dinamiko sodobne slovenščine, izsledke pa v poljudni in na primerih predstavljeni obliki posredujejo javnosti.

Projekt Mikrozgodbe raziskuje izrazne možnosti slovenščine skozi ustvarjanje zelo kratkih pripovedi, t. i. mikrofikcije. Študenti in študentke zato v obliki mikrofikcije preizkušajo, kako lahko z minimalnimi jezikovnimi in pripovednimi sredstvi ustvarijo močan estetski učinek. Tako je nastala platforma Mikrozgodbe, prva tovrstna v slovenskem kulturnem prostoru, ki ponuja izbor in prostor za objavo novih mikrozgodb.

Podoben pristop uresničuje projekt Sonetje (ne)sreče, ki izhaja iz raziskovanja literarne tradicije soneta in teorije sinestezije. V tem okviru so imeli

študenti in študentke nalogo preizkusiti izrazne možnosti slovenščine tako na ravni forme kot na ravni pesniškega jezika. Končni produkti projekta so bili razstava sonetov in multimedijske predstavitve oziroma posnetki njihovih pesmi, ki so dostopni širši javnosti.

Ob Magajnovem letu smo pedagogi in študenti sodelovali pri pripravi vsebin, s katerimi smo širši javnosti približali Magajnovo literarno ustvarjanje in njegov pomen za slovensko kulturno dediščino.

Ključne besede: Kotiček za jeziček, Mikrozgodbe, Sonetje (ne)sreče, Magajново leto, javna komunikacija znanosti

An important part of teaching and research activities at the Department of Slovene Studies, Faculty of Humanities, University of Primorska, is also the public communication of knowledge in the humanities. Research, teaching, and the dissemination of scholarly findings are interconnected in projects that involve students, teachers, and the wider public, thereby creating a space for transferring academic knowledge into society.

This paper presents selected projects carried out at the department, their role in developing students' competences, and the ways in which knowledge in the humanities is communicated to broader audiences. In the radio segment "The Language Corner" linguistic theory meets everyday language use. Through the analysis of specific linguistic issues, students, under the guidance of their mentors, explore the dynamics of contemporary Slovenian and present their findings to the public in an accessible and example-based manner.

The project "Microstories" explores the expressive potential of Slovenian through the creation of very short narratives, so-called microfiction. Students experiment with how minimal linguistic and narrative means can produce a strong aesthetic effect. This resulted in the Mikrozgodbe platform, the first of its kind in the Slovenian cultural space, offering a curated selection and publication venue for new micro-stories.

A similar approach is developed in the project "The Sonnets of (Un)happiness" which is based on the study of the sonnet tradition and the theory of synesthesia. Within this framework, students explore the expressive possibilities of Slovenian both at the level of poetic form and poetic language.

The final outputs included an exhibition of sonnets and multimedia presentations, making the works accessible to the wider public.

During the Year of Magajna, teachers and students collaborated in preparing content that introduced Magajna's literary work and its significance for Slovenian cultural heritage to a broader audience.

Keywords: Kotiček za jeziček / The Language Corner, Mikrozgodbe / Microstories, Sonetje (ne)sreče / Sonnets of (Un)happiness, Magajna Year, public communication of science

Jeziki v stiku – slovenščina na tujem / Languages in Contact – Slovenian Abroad

Med srcem in dolžnostjo: Reprezentacije (slovenskega) jezika na območju avtohtone poselitve slovenske skupnosti v Italiji / Between Heart and Duty: Representations of the (Slovenian) Language in the Area of Autochthonous Settlement of the Slovenian Community in Italy

Prispevek temelji na analizi intervjujev, opravljenih med Mladinskim raziskovalnim taborom, ki ga je leta 2024 organiziral SLORI – Slovenski raziskovalni inštitut. Udeleženke in udeleženci tabora so intervjuvali dvanajst (12) mlajših prebivalok in prebivalcev območja avtohtone poselitve slovenske skupnosti v Italiji. Intervjuji so bili posneti in naknadno transkribirani. Na podlagi zbranega gradiva sta nastala tudi dva videoposnetka, ki sta javno dostopna. Čeprav gre za manjši vzorec in postopek zbiranja pričevanj, ki izkazuje nekatere metodološke pomanjkljivosti, prinaša gradivo zanimive uvide v reprezentacije jezika, identitete in skupnosti med obravnavano populacijo.

V pričujočem prispevku bodo obravnavane zlasti diskurzivne reprezentacije jezika. Intervjuvanci in intervjuvanke se do njega eksplicitno opredeljujejo pozitivno, s poudarkom na njegovi identitetni funkciji; znanje jezika opisujejo čustveno, njegovo rabo pa kot dolžnost. Analiza implicitnih diskurzivnih elementov omogoča kritično analizo njihovih stališč, na primer skozi prizmo doživljanja družbenih pričakovanj in pritiskov.

Intervjuji kažejo tudi na zapletena razmerja med jeziki in jezikovnimi različicami (variantami) ter na kompleksno dinamiko sporazumevalnih praks v večjezičnem okolju. V tem okviru se razkrivajo različne strategije prilagajanja, prehajanja med jeziki ter pogajanja o izbiri jezikovne različice. Posebej izstopa (percipirana) vloga družine, šole in vrstniških mrež kot ključnih dejavnikov pri oblikovanju jezikovnih praks ter pri utrjevanju ali preoblikovanju jezikovnih ideologij. Gradivo obenem kaže na razlike med deklarativnimi

stališči in dejanskimi sporazumevalnimi praksami, kar odpira vprašanja o razmerju med statusom, rabo in simbolno vrednostjo jezika v vsakdanjem življenju.

Ključne besede: sociolingvistika, jezikovne ideologije, jezik in identiteta, jeziki v manjšinskem položaju, slovenščina v Italiji

This article is based on an analysis of interviews conducted during the Youth Research Camp organised by SLORI – Slovene Research Institute in 2024. Camp participants interviewed twelve (12) younger residents of the area of autochthonous settlement of the Slovenian community in Italy. The interviews were recorded and subsequently transcribed. Based on the collected material, two videos were also produced, which are publicly available. Although the sample is small and the process of collecting testimonies has some methodological shortcomings, the material provides interesting insights into representations of language, identity, and community among the population in question.

This article focuses particularly on discursive representations of language. The interviewees explicitly express a positive attitude towards it, emphasising its role in shaping identity; they describe their knowledge of the language in emotional terms and its use as a duty. An analysis of implicit discursive elements allows a critical examination of their views, for example, through the prism of experiencing social expectations and pressures.

The interviews also reveal the complex relationships between languages and language variants, as well as the complex dynamics of communication practices in a multilingual environment. In this context, various strategies of adaptation, language switching, and negotiation of language variant choice are evident. The (perceived) role of the family, school, and peer networks as key factors in shaping language practices and in consolidating or transforming language ideologies is particularly prominent. The material also points to differences between declarative positions and actual communication practices, raising questions about the relationship between the status, use, and symbolic value of language in everyday life.

Keywords: sociolinguistics, language ideologies, language and identity, minority languages, Slovenian in Italy

Slovenski endonimi v Italiji med tradicijo poknjiženja in narečno jezikovno krajino / Slovenian Endonyms in Italy between the Tradition of Standard Language and the Dialectal Linguistic Landscape

Slovenski endonimi v Furlaniji - Julijski krajini izkazujejo precejšnjo variabilnost med rabo poknjiženih oblik (osrednji mediji, uradni prevodi ipd.) in poenostavljenimi narečnimi pisnimi reprezentacijami istih imen. Takšne imenske dvojnice, nastale zaradi zgodovinskih okoliščin, so pogostejše na območju t. i. tradicionalne slovenske poselitve na Videmskem, kjer se pojavljajo v javnih napisih in lokalnih medijih. Nasprotno pa so na Goriškem in Tržaškem uveljavljena poknjižena imena.

Ker na tem območju standardizacija ni bila nikoli v celoti izvedena – kljub nekaterim poskusom v 20. stoletju – in ker niti slovenska skupnost niti deželne oblasti niti država niso sprožile postopka, ki bi tem imenom podelil uradni status, je Centralni urad za slovenski jezik Avtonomne dežele Furlanije - Julijske krajine na pobudo italijanskega standardizacijskega telesa sprožil postopek oblikovanja uradnega seznama slovenskih krajevnih imen in njihove standardizacije. Opisana dihotomija odpira pravzaprav stoletno metodološko dilemo.

Cilj prispevka je vzpostaviti teoretični okvir za sodobni model standardizacije, ki bi omogočal utemeljitev različnih tipov pisnih oblik slovenskih krajevnih imen na območju treh nekdanjih pokrajin, ki sodijo v pravni okvir varstva slovenske manjšine (Zakon 38/2001). Dosedanji pristop k razreševanju linearne reprezentacije onomastičnega gradiva prek kategorij endonimov, načeloma skladnih s knjižno normo, v nasprotju s poenostavljenim narečnim zapisom, namreč spregleda dejansko stanje v skupnosti in lokalno uveljavljeno rabo.

Namen prispevka je potrditev hipoteze, da bi odmik od teženj po standardizaciji poknjiženih različic ohranil pluralnost regionalnih glasov ter hkrati

nevtaliziral potencialno konfliktno družbeno situacijo, ne da bi bila ob tem okrnjena identifikacija teh imen kot slovenskih. Argument v prid načrtne ohranitve trenutnega heterogenega oziroma palimpsestnega stanja toponimskih variant bom podprla z gradivno analizo nedavnega »arhivskega odkritja« (kartotečno gradivo OZE NŠK) in z vzorcem korpusne analize slovenskih tiskanih medijev v Italiji ter ciljno primerjavo s študijo primera furlanske skupnosti.

Ključne besede: slovenski endonimi, standardizacija krajevnih imen, slovenska manjšina v Italiji, toponimska variantnost, furlanska skupnost

Slovenian endonyms in Friuli Venezia Giulia display considerable variability between the use of standardized forms (in national media, official translations, etc.) and simplified dialectal written representations of the same names. Such doublets, shaped by historical circumstances, are particularly frequent in the area of the so-called traditional Slovenian settlement in the Province of Udine, where they appear in public signage and local media. By contrast, standardized (literary) forms are firmly established in the Gorizia and Trieste areas.

Since the standardization of Slovenian place names in this territory has never been fully implemented – despite several attempts during the twentieth century – and since neither the Slovenian minority community, nor the regional authorities, nor the state have initiated a procedure granting these names official status, the Central Office for the Slovenian Language of the Autonomous Region of Friuli Venezia Giulia, at the request of the Italian standardization authority, has initiated a process aimed at compiling an official register of Slovenian place names and their standardization. This dichotomy, however, reveals a century-long methodological dilemma.

The aim of this paper is to establish a theoretical framework for a contemporary model of standardization that would justify the coexistence of different written forms of Slovenian place names across the territory of the three former provinces included within the legal framework for the protection of the Slovenian minority (Law 38/2001). Previous approaches to resolving the linear representation of onomastic material through categories of endonyms aligned with the standard language norm, as opposed to simplified dialectal orthographies, overlook the actual linguistic situation within the community and locally established usage.

The paper seeks to confirm the hypothesis that moving away from efforts to standardize only the standard Slovenian variants would preserve the plurality of regional voices while simultaneously neutralizing potentially conflictual social dynamics, without diminishing the identification of these names as Slovenian. The argument in favour of the deliberate preservation of the current heterogeneous, or palimpsestic, state of toponymic variants will be supported by an analysis of recently discovered archival material (the card index collection of the OZE of the National and Study Library) and by a sample corpus analysis of Slovenian print media in Italy, alongside a targeted comparative case study of the Friulian community.

Keywords: Slovenian endonyms, standardization of place names, Slovenian minority in Italy, toponymic variation, Friulian community

O glasoslovju dediščinskih varietet: Pivški govor v Avstraliji / On the Phonology of Heritage Varieties: The Pivka Local Dialect in Australia

Prispevek prinaša študijo primera generacijskega prenosa slovenščine pri izseljenki družini pivškega porekla v Avstraliji, s katero skušamo prispevati k znanstvenemu opisu glasoslovja pri dediščinskih govorcih. Cilj je identificirati mesta jezikovne stabilnosti in sprememb ter opredeliti mehanizme, ki oblikujejo dediščinske glasoslovne sisteme.

Raziskava temelji na primerjalni analizi treh varietet: (1) matične varietete, ki se govori v govorčevi domovini v času njegove izselitve, (2) izhodiščne varietete, ki jo govorec razvije tekom bivanja v izseljenstvu, in (3) dediščinske varietete, ki se v kontekstu dvojezičnega usvajanja jezika oblikuje pri drugi generaciji priseljencev. Z vidika generacijskega prenosa vsaka predhodna varieteta v procesu usvajanja jezika predstavlja osnovo za oblikovanje naslednje, zato takšna primerjava omogoča natančno lokalizacijo jezikovnih sprememb.

V primeru opazovane slovensko-avstralske družine je – skladno z njihovim geografskim poreklom in jezikovno prakso – matična varieteta pivški govor, ki je za potrebe analize opisan na podlagi dialektološkega gradiva, pridobljenega v okviru dialektoloških raziskav leta 1954. Primerjava varietet pokaže, da sta tako njegov glasovni sestav kot variantnost v izhodiščni varieteti povsem ohranjena in da glavnina jezikovnih sprememb nastopi v dediščinski varieteti. Tu se splošne lastnosti izhodiščnega sistema sicer ohranjajo, vendar so že močno opazni fonetično-fonološki prenosi iz angleščine, ki so povečini nedosledni, a v nekaterih primerih tudi sistematični. Primeri hibridnega, a doslednega razvoja dediščinske varietete med sistemoma slovenščine in angleščine so prikazani na izbranih pojavih z glasoslovne ravnine.

Ugotovitve so umeščene v kontekst primerljivih raziskav drugih dediščinskih jezikov in prispevajo k razumevanju strukturnih značilnosti dediščinske slovenščine ter izpostavljajo ključna mesta za nadaljnje raziskave.

Ključne besede: dediščinski jezik, slovenščina v Avstraliji, jeziki v stiku, jezikovne spremembe, glasoslovje, narečje

This paper presents a case study of the intergenerational transmission of Slovenian in an emigrant family of Pivka origin in Australia, with the aim of contributing to the scientific description of heritage-speaker phonology. The objective is to identify points of linguistic stability and change as well as to define the mechanisms shaping heritage phonological systems.

The research is based on a comparative analysis of three varieties: (1) the homeland variety spoken in the speaker's country of origin at the time of emigration, (2) the baseline variety developed by the speaker during their period of emigration, and (3) the heritage variety formed in the context of bilingual language acquisition in the second generation of immigrants. In terms of intergenerational transmission, each preceding variety in the language acquisition process serves as input for the next, allowing the precise localization of linguistic change.

For the Slovenian-Australian family under study, the homeland variety is the Pivka local dialect, which is in line with their origin and linguistic practice. For the purpose of the analysis, the dialect is described on the basis of dialectological data collected in 1954. The comparison of the varieties shows that both the phonological inventory and its variability are fully preserved in the baseline variety, whereas most changes occur in the heritage variety. While the general characteristics of the source system are maintained, phonetic and phonological transfers from English are clearly visible; although they are mostly inconsistent, they are in some cases systematic. Selected phonological phenomena illustrate the hybrid yet systematic development of the heritage variety within the Slovenian and English sound systems.

The findings are placed in the context of comparable heritage-language studies, contributing to the understanding of the structural properties of heritage Slovenian and highlighting key directions for further research.

Keywords: heritage language, Slovenian language in Australia, languages in contact, language change, phonology, dialect

Zbirka prevzetih angleških sposojenk iz angleško-slovenskega slovarčka slovenske skupnosti v Torontu / A Collection of Adopted English Loanwords from the English-Slovenian Dictionary of the Slovenian Community in Toronto

Raziskava obravnava slovensko-angleški jezikovni stik v slovenski skupnosti v Torontu, ki je nastala z množičnim priseljevanjem Slovencev po drugi svetovni vojni. Pripadniki prve generacije priseljencev so se morali zaradi vključevanja v kanadsko družbo naučiti angleščine, vendar so slovenščino ohranjali kot pomemben element identitete in kot jezik skupnosti, zlasti v okviru kulturnih in verskih dejavnosti. V vsakdanji govorjeni rabi se je zaradi stika z angleščino pojavil pojav prevzemanja angleških besed, ki so jih govorci glasoslovno in oblikoslovno prilagajali slovenskemu jeziku. Takšne sposojenke so se uporabljale predvsem v neformalnem sporazumevanju in so pogosto odražale nove življenjske okoliščine, povezane z življenjem v Kanadi. V nekaterih primerih je bila njihova raba tudi humorne narave.

Razširjenost takšnih izrazov v slovenski skupnosti je privedla do nastanka zbirke besed z naslovom Hendi angleško-slovenski slovarček za priseljence in viziterje iz olt katri, ki je nastala leta 1977 v Župniji Brezmadežne s čudodelno svetinjo v Torontu. Gre za ljubiteljsko in humorno zasnovano zbirko približno 180 besed, ki prikazujejo način, kako so govorci angleške besede prilagajali slovenski jezikovni strukturi. Prispevek na podlagi intervjujev s predstavniki skupnosti in analize gradiva predstavlja okoliščine nastanka teh sposojenk ter njihovo besedoslovno in oblikoslovno prilagajanje. Analiza kaže, da so najpogostejše prevzeti samostalniki, glagoli in pridevniki, pri katerih so dodane slovenske končnice in pripone, angleška osnova pa je glasovno prilagojena slovenskemu izgovoru. Pojav odraža jezikovno ustvarjalnost priseljencev in razvoj posebne različice slovenščine kot dediščinskega jezika v multikulturnem okolju Toronta.

Ključne besede: kanadski Slovenci, jezikovni stik, angleške sposojenke, dediščinski jezik, slovenska skupnost

The research examines Slovenian-English language contact in the Slovenian community in Toronto, which emerged after the Second World War with the arrival of a large number of Slovenian immigrants. Members of the first generation were required to learn English in order to integrate into Canadian society, yet they continued to use Slovenian as an important marker of ethnic identity and as a community language, particularly within cultural and religious activities. As a result of this contact situation, English words increasingly appeared in everyday spoken Slovenian. These loanwords were typically adapted phonologically and morphologically to the Slovenian language system and were mostly used in informal communication. In many cases, their use reflected new social and cultural realities of immigrant life in Canada, and occasionally also had a humorous function.

The widespread use of such expressions within the community led to the creation of a collection of words entitled *Handy English-Slovenian Dictionary for Immigrants and Visitors from the Old Country*, compiled in 1977 in the parish of Our Lady of the Miraculous Medal in Toronto. The work is an amateur and humorously designed glossary containing around 180 entries that illustrate how English lexical bases were adapted to Slovenian linguistic structures. Based on interviews with members of the community and the analysis of the material, the article describes the circumstances in which these loanwords emerged and examines their lexical and morphological adaptation. The analysis shows that nouns, verbs, and adjectives are most frequently borrowed, typically with Slovenian endings and phonological adjustments to the English base. The phenomenon reflects both the linguistic creativity of immigrants and the development of a specific variety of Slovenian as a heritage language in Toronto's multicultural environment.

Keywords: Canadian Slovenians, language contact, English loanwords, heritage language, community language

**Manjšinske skupnosti
ter slovenščina kot drugi
in tuji jezik / Minority
Communities and
Slovenian as a Second and
Foreign Language**

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Materni jezik med samoumevnostjo in ideologijami / Mother Tongue: Between Common Sense and Ideologies

Pojem *materni jezik* je v teoriji poučevanja tujih oz. neprvih jezikov že dolgo označen kot neustrezen, zato ga nadomešča nevtralniji izraz *prvi jezik*. Vendar pa je v slovenskem prostoru še vedno pogosto v rabi, tako v splošnem kot strokovnem diskurzu (npr. v imenu predmeta dopolnilni pouk maternega jezika in kulture). Vprašanje pa je, ali je raba pojma vedno nevtralna ali pa se z njim konstruira jezikovna neenakost in reproducirajo oblike družbene moči. To se zlasti odraža, ko gre za razmerje »naš« in »njihov« materni jezik, kjer se »naš« nanaša na večinsko, »njihov« pa na manjšinske jezikovne skupnosti. Pri tem se »naš« materni jezik pogosto pojavlja kot naravna, identitetno konstitutivna kategorija, ki podpira idejo homogenosti in nacionalne pripadnosti, medtem ko »njihov« materni jezik v sebi skriva izobraževalne politike in prakse ohranjanja jezika.

V prispevku analiziramo rabo pojma *materni jezik* v različnih javnih diskurzih v Sloveniji. K takšnemu premisleku spodbuja tudi izjava Komisije za slovenski jezik v javnosti pri SAZU, da »uvajanje poučevanja maternih jezikov otrok priseljencev iz držav nekdanje SFRJ v slovenskih osnovnih in srednjih šolah /.../ ne deluje v korist slovenski državi in njenim prebivalcem« (2024). Raziskava metodološko temelji na korpusni analizi različnih digitalnih korpusov: CLASSLA-web.sl 2.0 (2024), Gigafida v2.2 (1990–2018) in Trendi (2019–2026), ParlaMint 5.0 (2015–2022) in siParl 4.0 (1990–2022). Glede na to, da je med letoma 2023 in 2024 v slovenskem parlamentu potekala burna razprava ob sprejemanju Zakona o uresničevanju kulturnih pravic pripadnikov narodnih skupnosti narodov nekdanje SFRJ v Republiki Sloveniji bo dodatno analiziran posebej v ta namen zgrajen specializirani korpus parlamentarnih razprav na to temo. Namen raziskave je preučiti, na kakšne načine se rabi analizirani pojem in opozoriti na njegovo

nenevtravno rabo, s katero se odražajo različne ideologije, ki spodbujajo družbeno neenakost in izključevanje.

Ključne besede: materni jezik, stališča o jezikih, jezikovne ideologije, jezikovne skupnosti, korpusna analiza

The term *mother tongue* has long been considered inappropriate in foreign or non-native language teaching theory and has therefore been replaced by the more neutral term *first language*. However, in the Slovenian context, it is still frequently used in both general and professional discourse, e.g. in the name of the course *Supplementary Instruction in the Mother Tongue and Culture*. The question arises as to whether the use of the term is always neutral or whether it constructs linguistic inequality and reproduces forms of social power. This is particularly evident in the distinction between ‘our’ vs. ‘their’ mother tongue, where ‘our’ refers to the majority and ‘their’ to minority language communities. In this context, ‘our’ mother tongue often appears as a natural, and identity-constituting category that supports the idea of homogeneity and national belonging, whereas ‘their’ mother tongue is associated with educational policies and practices of language preservation.

In this article, we analyse the use of the term *mother tongue* in various public discourses in Slovenia. Our analysis is also prompted by a statement of the Commission for the Slovenian Language in Public at the Slovenian Academy of Sciences and Arts (SAZU), which claimed that ‘the introduction of mother-tongue instruction for the children of immigrants from the countries of the former SFRY in Slovenian elementary and secondary schools [...] does not serve the interests of the Slovenian state and its citizens’ (2024). Our research is based on a corpus analysis of various digital corpora: CLASSLA-web.sl 2.0 (2024), Gigafida v2.2 (1990–2018) and Trends (2019–2026), ParlaMint 5.0 (2015–2022) and siParl 4.0 (1990–2022). Given that a heated debate took place in the Slovenian Parliament between 2023 and 2024 during the adoption of the Act on the Implementation of Cultural Rights of Members of National Communities of the Former SFRY in the Republic of Slovenia, a specialised corpus of the parliamentary discussion on this topic has been built. The research aims to examine how the analysed concept is used and to highlight its non-neutral usage, reflecting various ideologies that promote social inequality and exclusion.

Keywords: mother tongue, language attitudes, language ideologies, language communities, corpus analysis

Sociolingvistične značilnosti nemško govoreče manjšine v Sloveniji / Sociolinguistic Characteristics of the German-Speaking Minority in Slovenia

Cilj prispevka je predstaviti nekatere sociolingvistične značilnosti nemško govoreče manjšine v Sloveniji od leta 1918 do danes.

V času habsburške monarhije so se v slovenskem jezikovnem prostoru oblikovale prostorsko razpršene in socialno raznolike skupine – od jezikovnega otoka Kočevarjev do nemško govorečih skupnosti v urbanih središčih Štajerske in Kranjske –, izselitev večine nemško govorečega prebivalstva po letu 1918, razselitev po letu 1945 in kasnejše družbeno-politične razmere pa so privedle do izginotja nemščine kot manjšinskega jezika iz javnega prostora. Po osamosvojitvi Slovenije leta 1991 so se pripadniki nekdanje nemške manjšine in njihovi potomci organizirali v kulturna društva, katerih cilj je ohranjanje nemške jezikovne in kulturne dediščine. Prispevek se osredinja na zgodovinske, družbene in kulturne dejavnike, ki so vplivali na današnji sociolingvistični položaj manjšine, za katerega so značilni mdr. majhno število maternih govorcev, odsotnost statusa uradnega jezika ter asimetrična večjezičnost. V prispevku bo izpostavljena tudi vloga manjšinskih medijev pri aktualnem poskusu oblikovanja jezikovne identitete nemške manjšine na Slovenskem.

Ključne besede: nemško govoreča manjšina, Slovenija, sociolingvistika, večjezičnost, jezikovni stik, manjšinski mediji

The aim of this paper is to present some of the sociolinguistic characteristics of the German-speaking minority in Slovenia from 1918 to the present day.

During the Habsburg Monarchy, spatially dispersed and socially diverse groups emerged within the Slovenian linguistic area, ranging from the Gottscheer linguistic enclave to German-speaking communities in the urban centers of Styria and Carniola. The emigration of the majority of the

German-speaking population after 1918, the dispersal after 1945, and subsequent socio-political conditions led to the disappearance of German as a minority language from the public sphere. Following Slovenia's independence in 1991, members of the former German minority and their descendants organized themselves into cultural associations aimed at preserving the German linguistic and cultural heritage. This paper focuses on the historical, social, and cultural factors that have influenced the minority's current sociolinguistic situation, which is characterized, among other things, by a small number of native speakers, the absence of official language status, and asymmetrical multilingualism. The paper will also highlight the role of minority media in the current effort to shape the linguistic identity of the German minority in Slovenia.

Keywords: German-speaking minority, Slovenia, sociolinguistics, multilingualism, language contact, minority media

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Vloga Mladinske poletne šole slovenščine pri učenju jezika in oblikovanju identitete / Role of the Youth Summer School of Slovene in Language Learning and Identity Formation

Mladinska poletna šola slovenskega jezika, ki jo v okviru poletnih jezikovnih prireditev organizira Center za slovenščino kot drugi in tuji jezik pri Filozofski fakulteti Univerze v Ljubljani, je osrednji tovrstni jezikovno-izobraževalni program v Sloveniji. V dvajsetih letih njenega obstoja se je vanjo vključilo več kot 2000 mladostnikov s celega sveta. Predstavlja enega od redkih slovenskih prostorov, kjer se srečujejo mladi iz zdomstva, zamejstva in izseljenstva in tudi mladostniki brez slovenskega porekla, ki bi se želeli naučiti slovenščine. Raziskava, ki bo predstavljena v prispevku, se osredinja na vprašanje, v kolikšni meri izkušnja Mladinske poletne šole vpliva na motivacijo mladih za učenje in rabo slovenščine in na prepoznavanje oziroma krepitev njihove slovenske identitete. Posebej obravnava tudi vpliv udeležbe na Mladinski poletni šoli na odločitve za študij ali selitev v Slovenijo ter na delovanje udeležencev v lokalnih skupnostih. Hkrati osvetljuje pomen programa kot prostora prvega stika s slovenščino za mlade iz neslovenskih okolij, ki se slovenščino učijo kot drugega ali tujega jezika. Prispevek izpostavlja tudi širšo strokovno razsežnost Mladinske poletne šole kot okolja za razvoj metodike in didaktike slovenščine kot drugega in tujega jezika ter za usposabljanje študentov in učiteljev za poučevanje slovenščine kot drugega in tujega jezika.

Ključne besede: slovenščina kot drugi in tuji jezik, učenje slovenščine, ohranjanje identitete, skupni slovenski jezikovni prostor

The Youth Summer School of Slovene, organised as part of the summer language programmes by the Centre for Slovene as a Second and Foreign Language at the Faculty of Arts, University of Ljubljana, is the central language-educational programme of its kind in Slovenia. Over the twenty years of its existence, more than 2,000 young people from all over the world have participated in it. It represents one of the few Slovenian environments where young people from the diaspora, border regions, and emigrant communities meet, as well as young people without Slovenian heritage who wish to learn Slovenian.

The study presented in this paper focuses on the extent to which the experience of the Youth Summer School influences young people's motivation to learn and use Slovenian, as well as their recognition and strengthening of Slovenian identity. It also specifically examines the impact of participation in the programme on decisions to pursue studies or relocate to Slovenia, and on participants' engagement in their local communities. At the same time, it highlights the importance of the programme as a space of first contact with Slovenian for young people from non-Slovenian environments who are learning Slovenian as a second or foreign language.

The paper also emphasises the broader professional dimension of the Youth Summer School as an environment for the development of methodology and didactics of Slovenian as a second and foreign language, as well as for the training of students and teachers to teach Slovenian as a second and foreign language.

Keywords: Slovenian as a second and foreign language, learning Slovenian, identity maintenance, shared Slovenian linguistic space

Jezikovna stališča, identiteta in motivacija pri učenju slovenščine kot neprvega jezika / Language Attitudes, Identity, and Motivation in Learning Slovenian as a Non-First Language

Prispevek obravnava motivacijo, jezikovna stališča in identiteto pri učenju slovenščine kot neprvega jezika ter preučuje vpliv stopnje izobrazbe na te dejavnike. Cilj raziskave je bolje razumeti, kako učenci z različnim izobrazbenim ozadjem dojemajo slovenščino, katere motive imajo za učenje in kako se njihova jezikovna identiteta razvija v učnem procesu. Tema je pomembna za razumevanje sociolingvističnih značilnosti učenja slovenščine v večjezičnih in multikulturnih okoljih ter za povezovanje raziskovanja in poučevanja.

Raziskava temelji na anketi med odraslimi učenci slovenščine kot neprvega jezika. Vprašalnik zajema motivacijo za učenje (instrumentalno, integrativno in osebno), jezikovna stališča (do zahtevnosti, uporabnosti in pomena slovenščine) ter identitetne vidike (pripadnost, vključevanje, samopodoba). Posebna pozornost bo namenjena primerjavi odgovorov glede na stopnjo izobrazbe, da se ugotovi, ali in kako izobrazbeni profil vpliva na motivacijo, stališča in identiteto učencev ter ali obstajajo specifični vzorci, povezani z izobrazbenim ozadjem.

Pričakovani rezultati bodo razkrili razlike in vzorce, ki jih lahko učitelji, jezikovni svetovalci in raziskovalci uporabijo za ciljno usmerjeno podporo učencem, prilagajanje didaktičnih pristopov ter spodbujanje pozitivnih stališč do slovenščine kot neprvega jezika. Prispevek bo tako povezal teorijo in prakso ter ponudil vpogled v dejavnike, ki oblikujejo učenje slovenščine v različnih jezikovnih in kulturnih kontekstih, s posebnim poudarkom na vlogi izobrazbe pri motivaciji in identitetni izkušnji učencev.

Ključne besede: slovenščina kot prvi jezik, motivacija, jezikovna stališča, identiteta, stopnja izobrazbe

This paper examines motivation, linguistic attitudes, and identity in the learning of Slovenian as a second language, and explores the impact of educational attainment on these factors. The aim of the research is to better understand how learners with different educational backgrounds perceive Slovenian, what motivates them to learn, and how their linguistic identity develops during the learning process. This topic is important for understanding the sociolinguistic characteristics of learning Slovenian in multilingual and multicultural environments and for bridging the gap between research and teaching.

The study is based on a survey of adult learners of Slovenian as a second language. The questionnaire covers motivation for learning (instrumental, integrative, and personal), language attitudes (toward the difficulty, usefulness, and importance of Slovenian), and identity aspects (belonging, inclusion, self-image). Special attention will be paid to comparing responses based on educational level to determine whether and how educational background influences learners' motivation, attitudes, and identity, and whether specific patterns exist related to educational background.

The expected results will reveal differences and patterns that teachers, language advisors, and researchers can use to provide targeted support to learners, adapt teaching approaches, and foster positive attitudes toward Slovenian as a non-native language. The paper will thus bridge theory and practice and offer insight into the factors shaping the learning of Slovenian in various linguistic and cultural contexts, with a particular emphasis on the role of education in students' motivation and identity formation.

Keywords: Slovenian as a non-native language, motivation, language attitudes, identity, level of education

Prevajanje in jezikovna raba / Translation and Language Use

Prilagoditve interaktivnih elementov pri prevajanju znanstvenih besedil / Adapting Interactive Elements in Translation of Academic Texts

Interakcija med piscem in bralcem je pomemben element znanstvenega besedila. V prevodu predstavlja poseben izziv, ker je identiteta bralcev ciljnega besedila zelo drugačna od identitete bralcev izvirnega besedila. To se odraža tudi v jeziku, saj se elementi, s katerimi se vzpostavlja nagovor bralca, v prevodu spremenijo: prevajalec poseže v besedilo in ga prilagodi novemu ciljnemu občinstvu, posegi pa so odvisni od več dejavnikov, med katerimi je pomembna tudi smer prevajanja. V prispevku predstavljam primerjavo prilagoditev bralcu pri prevajanju znanstvenih besedil v dveh smereh: iz slovenščine v angleščino in iz angleščine v slovenščino. Namen raziskave je poiskati sledi posegov prevajalcev v znanstvenem besedilu. Analiziran je majhen, dobro uravnotežen dvosmerni prevodni korpus, ki obsega znanstvene članke in njihove prevode. Primerjava se osredotoča na jezikovne elemente, s katerimi avtor besedila neposredno nagovarja bralca. Rezultati pokažejo, da so prevajalci nagovor bralca v prevodih prilagodili na različne načine. Rezultati potrdijo tudi razlike glede na smer prevajanja. Iz analiziranih primerov in sobesedila je mogoče vsaj delno sklepati o razlogih za posege prevajalcev v besedilo. Ti razlogi niso vedno nujno vezani le na prilagoditve občinstvu ciljnega besedila, temveč se navezujejo tudi na razlike med konvencijami znanstvenega pisanja v slovenščini in angleščini. Prilagoditve ciljnemu jeziku in kulturi ter ciljnemu občinstvu so nujne za uspešnost in sprejemljivost prevoda.

Ključne besede: interakcija med piscem in bralcem, prevajanje, znanstvena besedila, smer prevajanja, dvosmerni korpus

The writer-reader interaction is a key element of academic discourse. In translation, this interaction presents a specific challenge because of the differences between the audience of the source text and the audience of the

target text. As a result, the forms of reader address change in translation, as the translator intervenes in the text, adapting it to the new target audience. The translator's interventions depend on several factors, including translation direction. In this paper, I present a comparison of adaptations to the new audience in translation of academic texts in two directions: from Slovenian into English and from English into Slovenian. The aim of the study is to detect traces of translators' interventions. A small, well-balanced bidirectional translation corpus comprising research articles and their translations is analysed. The comparison focuses on the linguistic elements used to address the reader. The results identify several distinct types of adaptation to a new audience. The results furthermore confirm that different approaches are used for this purpose depending on the translation direction. Using the examples analysed and the context in which they occur, it is possible to hypothesise about the reasons for translators' interventions in the text. These reasons are not necessarily limited to adaptations to the new audience but may also result from differences in the conventions of academic writing in Slovenian and English. Adaptations to the target language and culture, as well as to the target audience, are necessary for the target text to be successful and acceptable.

Keywords: writer-reader interaction, translation, academic texts, translation direction, bidirectional corpus

Raba slovarskih virov med teorijo in prakso / The Use of Language Resources: Theory vs. Practice

Prispevek predstavlja izsledke ponovitve raziskave o rabi Kolokacijskega slovarja sodobne slovenščine (KSSS) pri prevajanju angleških kolokacij v slovenščino. Ključna eksperimentalna razlika je bila v tem, da so bile v izvirni raziskavi kolokacije v navodilih izrecno poudarjene in v besedilu označene, v ponovitvi pa ne, zato so se študenti prevajanja kolokacij lotevali bistveno drugače.

Glavna ugotovitev je izrazit upad v pogostosti rabe KSSS – v izvirni raziskavi so ga študenti uporabili pri prevajanju 87,3 % kolokacij, pri čemer so ga uporabljali vsi sodelujoči, v ponovitvi pa zgolj pri 10,8 % kolokacij, pri čemer je slovar uporabila manj kot polovica študentov. Rezultati dokazujejo, da kontekst in zasnova prevajalske naloge močno vplivata na to, kako študenti uporabljajo leksikografske vire.

V izvirni raziskavi so bile prevodne rešitve v povprečju tudi nekoliko boljše kot v ponovitvi, vendar je pri tem potrebno biti previden, saj je presoja kakovosti prevoda precej bolj subjektivna in odvisna od konteksta kot pa pogostost rabe slovarja. Ključna ugotovitev je, da študenti kolokacij brez izrecnega usmerjanja pogosto ne zaznajo, posledično za preverbo prevodnih rešitev tudi manj pogosto posegajo po specializiranih slovarskih virih, kot je KSSS, ter da so na rezultate verjetno vplivala tudi pričakovanja, ki jih je ustvarila sama raziskovalna situacija.

Ponovitev izvirne raziskave ima tako pedagoško kot raziskovalno vrednost, saj je pokazala, da ima zasnova prevajalske naloge velik vpliv na vedenje študentov. Izrecna navodila lahko močno povečajo pogostost rabe določenega slovarskega vira in morda izboljšajo obravnavo kolokacij, vendar majhnost vzorcev obeh raziskav, ki nista bila reprezentativna, zmanjšujeta splošljivost rezultatov. V prihodnje bi bilo zato smiselno izvesti podobne raziskave z večjim številom sodelujočih, ki bi jih nadalje razdelili v kategoriji manj izkušenih in poklicnih prevajalcev.

Ključne besede: Kolokacijski slovar sodobne slovenščine, ponovitev uporabniške raziskave, prevajanje kolokacij

The paper reports on the results of a replication of an earlier study on how translation students use the Collocations Dictionary of Modern Slovene (KSSS) when translating English collocations into Slovenian. The key experimental modification was that in the original study collocations were explicitly highlighted and mentioned in the instructions, while in the replication they were not, so the students translated the text without the awareness of the focus and aim of the study.

The main finding is a significant drop in the frequency of KSSS use. In the original study, students consulted KSSS for 87.3% of the collocations, and all participants used it at least once; in the replication, this was true of only 10.8% of all collocations, and less than half of the students used it at all. This strongly suggests that task framing and explicit prompting substantially impact how students consult lexicographic resources.

On average trainee translators in the original study produced somewhat better translations than those in the replication. However, assessing translation quality is much more subjective and context-dependent than the frequency of dictionary lookups, so the evidence for a direct effect on translation quality in such a limited sample of participants is weaker than for the frequency of usage. The results suggest that students may overlook collocations and translate them differently unless they are explicitly told to focus on them.

Overall, the paper's pedagogical and methodological message is that a translation task's framing matters significantly: explicit instruction can dramatically increase dictionary use and may improve translation quality, but the rather small student-only samples limit the extent to which the results can be generalized. The findings call for larger follow-up studies, ideally focusing on different language resources and expanding the participants to include both novice and professional translators.

Keywords: Collocations Dictionary of Modern Slovene, user study replication, translating collocations

Pravzaprav ne govorimo o resnici / Actually, We Are Not Talking about Truth

Prispevek, ki je pod mentorskim vodstvom izr. prof. dr. Melite Zemljak Jon-tes nastal v okviru predmeta Korpusno jezikoslovje na Filozofski fakulteti Univerze v Mariboru, obravnava (ne)stabilnost rabe samostalnika *resnica* glede na predložno zvezo, skladijske značilnosti in besedilno zvrst. Izhodišče je lastno opažanje, da zveza *v resnici* pogosto ne označuje dejanskega stanja – je signal popravka, omejitve ali preusmeritve. Približuje se prislovoma *dejansko* in *pravzaprav*, a ne povsem: *dejansko* poudarja faktualnost, *pravzaprav* mehkejšo korekcijo, *v resnici* pa kontrastni ali alternativni pogled.

Raziskava preverja raznolikost predloženih zvez s samostalnikom *resnica* ter vpliv izbire predloga na interpretacijo izjave v različnih diskurzih. Analiza temelji na treh korpusih (*FILMI*, *ELTeC-slu*, *KAS Dr*), kar omogoča primerjavo publicističnega, leposlovnega in znanstvenega diskurza.

Metodološko sta združena opisni pristop in korpusna analiza: po popisu oblik osnove *resnic*- so bile frekvenčne primerjave zastopanosti v korpusih izvedene na ravni *word*, rezultati pa podani z absolutnimi in normaliziranimi frekvencami. Sledili sta ročna analiza predloženih zvez in njihova slovarska primerjava z izrazi *v resnici*, *dejansko*, *zares* in *pravzaprav* v *SSKJ*² in *Sinonimnem slovarju slovenskega jezika*.

Rezultati kažejo, da je zveza *v resnici* diskurzno-pragmatična in pogosto signalizira korekcijo, kontrast ali reinterpretacijo. V filmskih kritikah je retorično sredstvo vrednotenja in prepričevanja, v romanih pa signal razkritja ali premika perspektive in kot polnopomenska samostalniška raba, vezana na fabulo, etične konflikte ter razmerje med prikrivanjem in razkritjem. V doktorskih delih je slogovno zaznamovana, saj diskurz preferira formalnejše označevalce faktualnosti in rodilniško strukturo, kjer je *resnica* analitična kategorija veljavnosti in dokazljivosti. Primerjava rabe kaže, da predlog in sklon samostalnika *resnica* nista zgolj slovnična izbira, temveč nosilec pomena.

Ključne besede: *resnica*, korpusna analiza, slovenski jezik, besedilne zvrsti, pragmatika

The paper examines the (in)stability of the noun *resnica* (“truth”) in relation to prepositional phrase, syntactic form, and text type. It starts from the observation that the phrase *v resnici* does not denote an actual state of affairs, but functions as a signal of correction, limitation, or redirection. It is close to the adverbs *dejansko* and *pravzaprav*, though not fully equivalent: *dejansko* emphasizes factuality, *pravzaprav* introduces a milder correction, while *v resnici* signals a contrastive or alternative perspective.

The study investigates (1) the variety of prepositional phrases containing *resnica* and (2) the impact of preposition choice on statement interpretation across discourses. The analysis is based on three corpora (*FILMI*, *ELTeCslv*, *KAS Dr*), enabling comparison of journalistic, literary, and academic discourse.

Methodologically, the study combines a descriptive approach with corpus analysis. After compiling an inventory of forms based on the stem *resnic-*, frequency comparisons were carried out at the *word* level, with results presented in absolute and normalized frequencies. This was followed by manual analysis of prepositional phrases and dictionary comparison of *v resnici*, *dejansko*, *zares*, and *pravzaprav* in *Fran*, *SSKJ2*, and the *Sinonimni slovar slovenskega jezika*.

The results confirm that *v resnici* is a discourse-pragmatic expression often signaling correction, contrast, or reinterpretation. In film reviews, it functions as a rhetorical device of evaluation and persuasion; in novels, as a signal of revelation or perspective shift and as a full lexical noun tied to plot, ethical conflict, and concealment versus disclosure. In doctoral dissertations, it is stylistically marked, as academic discourse prefers formal markers of factuality and genitive structures, where *resnica* functions as an analytical category of validity and demonstrability. Corpus comparison shows that preposition and case are not merely grammatical choices, but carriers of meaning.

Keywords: truth, corpus analysis, Slovenian language, text types, pragmatics

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Vikanje v slovenščini pri študentih / Students' Use of V-form in Slovenian

V članku bomo raziskovali pojav vikanja in polvikanja v slovenščini pri študentih. Sprva bomo podali splošen opis pojava vikanja ter predstavili strokovni pregled obravnave le-tega v slovenščini in drugih tujih jezikih. Znanstvena in strokovna literatura o vikanju, predvsem za slovenski prostor, je skromna, zato smo raziskovalna vprašanja oblikovali predvsem na podlagi našega strokovnega znanja o jezikovnih normah, pravopisnih predpisih in osebnih izkušnjah. Namen raziskave je bil ugotoviti, kako pogosto študentje vikajo in kako se pogostost vikanja razlikuje glede na značilnosti sogovorca ter njihova stališča do vikanja. Najprej smo oblikovali stališčno lestvico, da bi preverili, katere vsebine (npr. predstave, pričakovanja in občutki) so zajete v stališčih študentov do vikanja. Obenem smo želeli ugotoviti še, koliko študentov je seznanjenih s formalno definicijo polvikanja in kakšen odnos izražajo do njega. S tem namenom smo pripravili anketo na spletni platformi 1KA in jo posredovali študentom različnih fakultet vseh štirih slovenskih univerz. Obdelava podatkov bo vključevala multivariatne statistične postopke (konfirmatorna faktorska analiza, hierarhično linearno modeliranje ipd.) za analizo kvantitativnih podatkov. Rezultati omenjenih statističnih analiz in predvsem interpretacija le-teh bo zavzela večji del članka. Glede na to, da bo to prvi tip študije, ki bi raziskoval rabo vikanja in odnos študentov do vikanja ter polvikanja v slovenskem prostoru preko kvantitativnega raziskovalnega pristopa, nameravamo s člankom postaviti osnovo in odpreti več možnih novih raziskovalnih vprašanj za nadaljnje študije.

Keywords: slovenščina, vikanje, polvikanje, tikanje, stališča do vikanja

The article will investigate the phenomenon of V-form (formal address, sl. vikanje) and partial V-form use (half-formal address, sl. polvikanje) in Slovenian among students. At first, we will provide a general description of the phenomenon of V-form use and present an academic review of previous scholarly work we found investigating the use of V-form in Slovenian and other foreign languages. The scientific and academic literature on the use of V-form is modest especially regarding the slovenian context, so we had to formulate research questions mainly based on our expert knowledge of language norms, grammar rules and personal experiences. The purpose of the research was to investigate how often students use V-form and how the frequency of use varies depending on the characteristics of the interlocutor and their attitudes towards it. First, we designed an attitude scale to check which contents (e.g., ideas, expectations, and feelings) are covered in students' attitudes toward the use of V-form. Furthermore, we wanted to investigate also how many students are familiar with the formal definition of partial V-form and what kind of attitude they express towards it. For that purpose, we prepared a survey on the 1KA online platform and forwarded it to students of various faculties of all four Slovenian universities. Data analysis will include multivariate statistical procedures (confirmatory factor analysis, hierarchical linear modeling, etc.) for quantitative data analysis. The results of the aforementioned statistical analyses and, above all, their interpretation will take up a large part of the article. Considering that this will be the first type of study investigating the use of V-form and students' attitudes towards V-form and partial V-form use in the Slovenian context through a quantitative research approach, our intention is to propose new research questions and lay the groundwork for further studies.

Keywords: Slovenian, V-form, partial V-form, T-form, attitudes towards the use of V-form

Jezik, identiteta in diskriminacija / Language, Identity and Discrimination

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Slovensko, tuje in vmes: Mobilnost in liminalna identifikacija v postjugoslovanskem prostoru / Slovenian, Foreign and In-Between: Mobility and Liminal Identification in the Post-Yugoslav Space

V prispevku obravnavamo mobilnost med skupnostmi v postjugoslovanskem prostoru, ki si delijo pomemben del jezikovnega repertoarja, čeprav jih nominalno tvorijo govorce_c različnih »poimenovanih jezikov«. Pri tem jezikov ne razumemo kot ločenih, zamejenih sistemov, ki presegajo posamezne interakcije, ampak izhajamo iz pojmovanja jezika kot dinamičnega procesa, vpetega v singularne trenutke rabe, kot primarne manifestacije človeške komunikacije.

Mobilnost, bodisi v obliki preselitve (migracije) bodisi kratkotrajnega potovanja, predstavlja enega ključnih izzivov pojmovanjem jezika, ki predpostavljajo naravno homogenost in zamejenost »poimenovanih jezikov«. V postjugoslovanskem prostoru je zaradi jezikovnih podobnosti interakcija med ljudmi iz različnih delov regije praviloma lahko temeljila na razmeroma širokem skupnem repertoarju. Vendar pa način, kako posameznice_ki doživljajo čezmejne interakcije, neizogibno odraža dediščino praks zamejevanja, usmerjenih v ustvarjanje homogenih skupnosti in »čistih« jezikov. Da bi pojasnili implikacije teh procesov za individualne identifikacijske prakse, obravnavamo izkušnjo Filipa, ki je odraščal v Bosni in Hercegovini in se je po številnih migracijskih trajektorijah ustalil v Mariboru. Na podlagi poglobljenih intervjujev ugotavljamo, da Filip prevzema liminalno identiteto, saj se umešča zunaj nacionalističnih okvirov z opiranjem na alternativne referenčne točke na transnacionalni in lokalni ravni. Ta ambivalentna pozicija se odraža tudi v njegovem idiolektu, ki sicer vključuje številne značilnosti različnih »poimenovanih jezikov«, vendar njihove meje hkrati presega in s tem odraža čezjezično realnost.

Ključne besede: mobilnost, liminalna identiteta, čezjezičnost, idiolekt

This paper examines mobility among communities in the post-Yugoslav space, who share a significant part of a linguistic repertoire while being nominally speakers of different named languages. Our starting point is the view that language-as-action, embedded in singular moments of use, is the primary manifestation of human communication, rather than languages as distinct, bounded systems that transcend individual interactions.

Mobility, whether in the form of resettlement (migration) or short-term travel, is one of the key confounding factors for approaches to language that assume natural homogeneity and borderedness of 'named languages'. In the post-Yugoslav space, language has long played a facilitative role in mobility, since linguistic similarities mean that interaction among people from different places in the region can generally draw on a relatively broad shared repertoire. However, the ways in which individuals experience such cross-border interactions inevitably echoes the legacy of bordering practices focused on creating homogenous communities and 'pure' languages. To understand the implications of these processes for individual identification practices, this paper examines the experiences of Filip, who grew up in Bosnia and, after extensive mobility trajectories, settled in Maribor, Slovenia. Drawing on extensive interviews, we show that Filip adopts a liminal identity, positioning himself outside nationalist frames by drawing on alternative points of reference, located at both the transnational and local level. This ambivalent positioning mirrors his idiolect, which while reflective of a range of features of different 'named languages' ultimately transcends their boundaries, reflecting a translingual reality.

Keywords: mobility, liminal identity, translingualism, idiolect

Raba slovničnega spola v sociolektu kvirovske skupnosti v Sloveniji / The Use of Grammatical Gender in the Sociolect of the Queer Community in Slovenia

Prispevek v okviru kvirovskega jezikoslovja dopolnjuje doslejšnje slovenistične razprave o rabi slovničnega spola znotraj kvirovske skupnosti, ki so se osredotočale zlasti na rabo pri transspolnih in nebinarnih osebah, saj se osredotoča na ožjo skupino, torej pripadnike slovenske kvirovske skupnosti, ki so aktivno ali pasivno udeleženi v skupnostnih kulturnih in družabnih aktivnostih, na katerih se oblikujejo specifične jezikovne prakse, omejene na to t. i. kvirovsko sceno. Pojemov kvirovska skupnost in scena ne obravnavamo kot sopomenki. Sleng, ki ga zato imenujemo scenščina, umestimo v socialnozvrstveni sistem slovenščine glede na teorijo sociolektov po Andreju Skubicu ter glede na pojem protijezika po Michaelu Hallidayu. Posamezne jezikovne pojave smo zbirali pri opazovanju z udeležbo ter z brskanjem po publicističnih besedilih, namenjenih pripadnikom kvirovske skupnosti oziroma scene, zlasti iz revije *Revolver* in z *Radia Študent*.

Rabo slovničnega spola na sceni ločujemo na segmente glede na to, na koga se nanaša: transspolne, nebinarne osebe, geje ali kraljice preobleke. Pri prvih dveh sledimo ugotovitvam Branislave Vičar in Borisa Kerna, saj ta raba ni omejena na sceno, temveč na širšo kvirovsko skupnost. Za geje je značilen pojav \‘lalanja\‘ oziroma občasna raba ženskih slovničnih oblik, ki jo dojemamo kot izraz feminilnosti in kempovskega humorja, obenem pa kot kršenje jezikovne norme fiksnosti slovničnega spola pri osebah. Pri kraljicah preobleke preučujemo, ali je njihova (normativna) raba slovničnega spola v nasprotju s siceršnjim značajem te subverzivne umetnostne prakse.

Ključne besede: kvirovsko jezikoslovje, slovnični spol, sociolekt, cishetero-normativnost, kemp

This contribution to queer linguistics complements existing research in Slovenian studies on the use of grammatical gender within the queer community, which have focused primarily on its use among transgender and non-binary individuals, as it focuses on a narrower group, namely members of the Slovenian queer community, who are actively or passively involved in communal cultural and social activities where specific linguistic practices are formed, limited to this so-called queer scene. We do not treat the terms “queer community” and “scene” as synonyms. The slang, which we therefore call “scenščina”, is situated within the socio-stylistic system of Slovenian according to Andrej Skubic’s theory of sociolects and Michael Halliday’s concept of anti-language. We collected individual linguistic phenomena through participant observation and by browsing through journalistic texts intended for members of the queer community or scene, particularly from the magazine *Revolver* and *Radio Študent*.

We divide the use of grammatical gender on the scene into segments based on whom it refers to: transgender and non-binary people, gay men, or drag queens. For the first two groups, we follow the findings of Branislava Vičar and Boris Kern, as this usage is not limited to the scene but extends to the wider queer community. For gay men, the phenomenon of “lalanje” is characteristic – that is, the occasional use of feminine grammatical forms, which we perceive as an expression of femininity and camp humor, while also as a violation of the linguistic norm of a fixed grammatical gender. In the case of drag queens, we examine whether their (normative) use of grammatical gender contradicts the otherwise subversive nature of this artistic practice.

Keywords: queer linguistics, grammatical gender, sociolect, cisheteronormativity, camp

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Položaj slovenskega jezika v šolstvu 18. stoletja na primeru Felbigerjevega pedagoškega priročnika / The Position of the Slovenian Language in 18th-Century Schooling Based on Felbiger's Pedagogical Manual

Prispevek se osredotoča na položaj slovenskega jezika kot učnega jezika v 18. stoletju v kontekstu šolskih reform, ki so bistveno preoblikovale organizacijo šolstva v Habsburški monarhiji. Posebna pozornost je namenjena pedagoškemu priročniku Sern ali vonusetek teh metodneh buqvi iz leta 1777, ki predstavlja enega najzgodnejših poskusov sistematičnega razvoja metode pouka v slovenskem jeziku. Kljub temu da je Felbigerjev dvojezični pedagoški priročnik primarno osredotočen na različne tematske in organizacijske vidike šolstva, je v njem mogoče opazovati slovenski jezik predvsem skozi dva pogleda, ki predstavljata osnovni raziskovalni vprašanji: (1) vsebine, povezane z razvojem jezikovnih veščin (npr. kolektivno branje, Hähnova črkovna metoda, dvojezični model poučevanja) in (2) jezikovne značilnosti samega besedila pedagoškega priročnika (zlasti pojav kalkiranja z vidika Edlingovega prevajanja priročnika). S tem prispevek poda oris začetkov in zametkov (jezikovno)didaktičnih prvin pouka slovenščine v družbenem in zgodovinskem kontekstu.

Ključne besede: slovenski jezik, jezikovna didaktika, 18. stoletje, pedagoški priročnik, položaj (jezika)

This article focuses on the status of the Slovenian language as a language of instruction in the 18th century, within the context of school reforms that fundamentally reshaped the organization of education in the Habsburg

Monarchy. Special attention is given to the pedagogical handbook *Sern ali vonusetek teh metodneh buqvi* from 1777, which represents one of the earliest attempts at the systematic development of teaching methodology in the Slovenian language. Although Felbiger's bilingual pedagogical handbook focuses primarily on various thematic and organizational aspects of education, the Slovenian language can be observed in it primarily through two perspectives, which represent the basic research questions: (1) content related to the development of language skills (e.g., collective reading, Hähn's phonetic method, the bilingual teaching model) and (2) the linguistic characteristics of the pedagogical handbook's text itself (particularly the phenomenon of calquing from the perspective of Edling's translation of the handbook). In doing so, this paper provides an overview of the beginnings and early stages of (language) didactic elements in Slovenian language instruction within a social and historical context.

Keywords: Slovenian language, language didactics, 18th century, pedagogical manual, (language) status

Katalonščina v španskem javnem zdravstvenem sistemu: Analiza primerov jezikovne diskriminacije / Catalan in the Spanish Public Healthcare System: An Analysis of Cases of Linguistic Discrimination

Pravica do uporabe maternega jezika med zdravstveno obravnavo je pomemben predpogoj za zagotavljanje kakovostne oskrbe. Ta pravica je še posebej ogrožena na dvojezičnih območjih, kjer jezikovne politike postavljajo enega od jezikov v neenakovreden položaj. V tem prispevku analiziramo diskriminacijo katalonskih govorcev v zdravstvenem sistemu Katalonije, Valencije in Balearskih otokov, treh španskih avtonomnih skupnosti, kjer je katalonščina eden od uradnih jezikov. Da bi raziskali, s kakšnimi diskriminatornimi jezikovnimi stališči se govorci katalonščine najpogosteje srečujejo v javnem zdravstvenem sistemu, v prispevku najprej pregledamo obstoječo zakonodajo o jezikovnih pravicah vseh treh katalonsko govorečih avtonomnih skupnosti. Nato pa analiziramo letno poročilo nevladne organizacije Plataforma per la llengua, ki se posveča promociji pravic govorcev katalonščine. Pri vsakem primeru jezikovne diskriminacije se osredotočimo na naslednje kriterije: 1) avtonomna skupnost, 2) področje medicine, 3) udeleženci in 4) resnost diskriminacije. Ugotavljamo, da se 50 od skupno 122 pritožb glede domnevne jezikovne diskriminacije katalonščine navezuje na diskriminacijo v zdravstvenem sistemu. Večina pritožb izvira iz Katalonije, 40 % vseh pritožb pa se nanaša na obravnavo urgentnih stanj. Pri tem kar 70 % primerov jezikovne diskriminacije bodisi vključuje elemente sovražne nastrojenosti do govorcev katalonščine (npr. vzbujanje slabe vesti zaradi uporabe katalonščine, ignoriranje, grožnje s prekinitvijo obravnave) ali pa druge negativne posledice za bolnika (npr. odpoved termina, napačna interpretacija izvidov). Zaključujemo, da tudi zakonodajna ureditev položaja katalonščine v zdravstvu ne preprečuje tovrstnih diskriminatornih praks. Posebej zaskrbljujoč je visok delež obravnav urgentnih stanj, v katerih se katalonsko govoreči bolniki, ki so

bili zaradi nujnosti svojega zdravstvenega stanja že tako ranljivi, niso mogli zateči k uporabi katalonščine.

Ključne besede: javno zdravstvo, katalonščina, diglosija, jezikovna diskriminacija, Plataforma per la Llengua

The right to use one's mother tongue during medical treatment is an important prerequisite for ensuring quality care. This right is particularly at risk in bilingual areas, where language policies place one of the languages in an unequal position. In this article, we analyse discrimination against Catalan speakers in the healthcare systems of Catalonia, Valencia and the Balearic Islands, three Spanish autonomous communities in which Catalan is co-official. To investigate the types of discriminatory linguistic attitudes most frequently encountered by Catalan speakers in the public healthcare system, we first review the existing legislation on language rights in all three Catalan-speaking autonomous communities. We then analyse the annual report of the non-governmental organisation Plataforma per la Llengua, dedicated to promoting the rights of Catalan speakers. For each case of linguistic discrimination, we focus on the following criteria: (1) autonomous community, (2) field of medicine, (3) participants, and (4) severity of discrimination. We find that 50 out of a total of 122 complaints concerning alleged linguistic discrimination against Catalan relate to discrimination within the healthcare system. Most complaints originate from Catalonia, while 40% of complaints concern emergency care. Moreover, 70% of cases of linguistic discrimination either involve elements of hostility towards Catalan speakers (e.g. inducing feelings of guilt for using Catalan, ignoring patients, threatening to discontinue treatment) or result in other negative consequences for the patient (e.g. cancellation of appointments, misinterpretation of medical results). We conclude that even the legislative regulation of the status of Catalan in healthcare does not prevent such discriminatory practices. Particularly concerning is the high proportion of emergency cases in which Catalan-speaking patients – already vulnerable due to the urgency of their medical condition – were unable to use Catalan.

Keywords: public healthcare, Catalan, diglossia, language discrimination, Plataforma per la Llengua

