



8. znanstveni sestanek z mednarodno udeležbo

UČNI IN ZNANSTVENI JEZIKI V ČASU GLOBALIZACIJE

8 th International Colloquium

ACADEMIC AND SCIENTIFIC LANGUAGES IN THE ERA OF GLOBALIZATION

IZVLEČKI / ABSTRACT BOOKLET

Univerza na Primorskem, Pedagoška fakulteta
University of Primorska, Faculty of Education

Koper 2011

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UČNI IN ZNANSTVENI JEZIKI V ČASU GLOBALIZACIJE

Namen 8. znanstvenega sestanka na UP PEF je, odpreti široko razpravo o rabi jezika(ov) različnih znanstvenih disciplin znotraj univerze in o povezavah z drugimi (tujimi) akademskimi okolji.

Govorimo o učnem jeziku na univerzi, znotraj katerega naj bi bil njegov uporabnik zmožen usvajati strokovna in znanstvena spoznanja ter jih znati kritično uporabiti in posredovati. To predvideva tudi večšine, kot so kritično branje, razlaganje, pisanje zapiskov, ocen, seminarskih, diplomskih nalog in znanstvenih člankov. Ob akademskem učnem jeziku se na univerzi razvija tudi znanstveni jezik.

Vede se namreč praviloma izražajo skozi jezik (ob še nekaterih drugih semiotskih virih), kar pomeni, da potrebujejo jezikovni sistem, da izrazijo nova znanstvena spoznanja, ustvarjajo znanstveni diskurz, ob tem pa se utrjuje in bogati tudi sam jezikovni sistem, gre torej za sinergijo med dvema entitetama. Posredovanje znanstvenih spoznanj in strokovnih dejstev lahko poteka le z znanstvenim oz. strokovnim jezikom in na tej točki se srečamo z akademskim učnim jezikom. Znanstveni in strokovni jezik znanstvene discipline oz. stroke posredujejo učečim se prav učitelji neke discipline oz. stroke.

V času globalizacije in hitrih ter širokih mednarodnih povezav se nam s tem v zvezi odpirajo nekatera vprašanja, kako posamezne stroke razvijajo nacionalno znanost in z njo nacionalni znanstveni in akademski jezik, s katerimi dilemami (na področju terminologije, tvorbe znanstvenih besedil ...) se srečujejo v stiku z drugimi vedami (interdisciplinarnost) in drugimi jeziki, kakšno vlogo ima pri tem angleščina, ki jo dojemamo kot lingvo franko, dominantni akademski in znanstveni jezik, kakšno vlogo ima pri tem univerza kot krovna institucija, kakšno vlogo imajo univerzitetni učitelji in raziskovalci, kako uravnavati odprtost in pretočnost znanstvenih misli in akademskih praks, da se hkrati vključimo v »globalno« znanost, a obenem ohranimo nacionalno ter kako omejena vprašanja razrešujejo v tujih akademskih okoljih.

ACADEMIC AND SCIENTIFIC LANGUAGES IN THE ERA OF GLOBALIZATION

The aim of the 8th International Conference at the University of Primorska, Faculty of Education, is to open a wide discussion on the use of languages in diverse scientific fields and studies within the university and in the communication with other (foreign) academic environments.

The focus is on the use of academic language at the university. In this environment, language users are perceived as competent in , acquiring technical and scientific findings , as well as applying and implementing them critically. Academic language is defined as a formal discourse which develops several skills, such as critical reading, explanation, note-taking, writing reviews, essays, theses, dissertations and other scientific texts. In this regard it relies on glossary and other semiotic sources that emerge directly from the discourse of a given science. Thus, by cultivating academic languages within the university, we develop also scientific languages. As a rule, different sciences express themselves through verbal (and other) semiotic modes, which means that they use a language system to construe the scientific discourse. Alongside this process, the language system itself is subject to consolidation and development, leading to a synergy between the two entities.

The era of globalization, which is characterised by high-speed and vast international connections, gives rise to several questions, such as:

How do different fields of study take part in the development of science at the national level and of the national academic and scientific languages?

Which dilemmas do they encounter (with respect to terminology, structure of scientific texts, etc.) when interlocking with other disciplines (interdisciplinary approaches) and other languages?

What is the role of English as a lingua franca or the dominant academic and scientific language?

What is the role of the university as an umbrella organization and of the university teaching and research faculty?

How to balance the openness of scientific thoughts and academic practices so as to take part in »global« science, but at the same time preserve our own national one?

Sonja Starc

VABLJENI PREDAVATELJI

Lucija Čok

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JEZIK NAŠ VSAKDANJI ALI KAKO NAJBOLJ POKLICANI SKRBIMO ZANJ

Družbeno-kulturne in ekonomske posebnosti ter zgodovinske danosti označujejo Slovenijo kot družbeno-kulturni »stični« prostor. Zaradi svoje zemljepisne lege in zgodovinskih danosti je izpostavljena jezikovnim stikom in medkulturnosti, kar jo še posebej označuje kot odprt intelektualni prostor. Pri tem se samo po sebi postavi vprašanje sporočanja in informacijskega koda kot sredstva v procesih mednarodnega udejstvovanja, sporazumevanja in razumevanja, uveljavljanja človeškega kapitala in dosežkov v širšem prostoru. Jezik kot človeški kapital oblikuje življenjske poti posameznika na trgu znanja in dela. Tržne razmere in razvoj posameznih družb uveljavljajo globalne usmeritve, zato potiskajo uporabnika k rabi angleščine kot globalnega jezika. Vendar se izvorni jezik kot uradni ali nacionalni jezik, v našem primeru slovenščina, ne uveljavlja zgolj kot sredstvo sporazumevanja, mišljenja in kulturne dediščine; uveljavlja se kot oblikovalec identitet in pripadnosti etnični skupnosti. Isti jezik je poleg sporočanja sredstva tudi pokazatelj kulturne in znanstvene ravni posameznika in naroda. Lahko je jezik promocije in uspeha ali jezik segregacije in asimilacije. Enako nasprotujoče si lahko razumemo najbolj razširjene jezike na svetu ali različne lingve franke. Vodijo nas v svetovne izzive in uspešne uveljavitve v najširšem krogu sodelavcev, lahko pa tudi izrivajo druge jezike ter posledično ovirajo jezikovno raznolikost, saj uvajajo novo, zapovedano dvojezičnost.

V akademskem svetu se vse bolj uveljavlja v prenosu znanstvenih dognanj bodisi raba angleščine kot najbolj branega jezika, bodisi slovenščina kot znanstveni jezik posamezne vede. V prvem primeru se od pisca terja visoko raven obvladovanja tega

jezika ali zahteva, da se zanese na strokovnost prevoda. V drugem primeru pa se zaradi zahtevnosti vsebine vse prepogosto v besedilo vrivajo izposojenke in tujke, ki zmanjšujejo berljivost in jezikovno tekočnost slovenščine. Na primeru znanstvenih besedil iz jezikoslovja in farmacije je razvidno, da je mogoče pisati znanstveni jezik z uporabo slovenske inačice v svetu sicer uveljavljenih strokovnih izrazov in opisov.

Ključne besede: intelektualni prostor, izvorni jezik, globalna angleščina, znanstveni jezik, strokovni besednjak

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OUR EVERYDAY LANGUAGE AND HOW THE MOST DEDICATED PROFESSIONALS CARE FOR ITS EXISTENCE

The socio-cultural and economic specifics as well as historical features characterise Slovenia as a socio-cultural »contact« area. Due to its geographical position and historical features, Slovenia is exposed to language contacts and interculturality, which determine the country as an open intellectual space. A question arises here regarding the communication and information code as a tool in processes of international presence, communication and understanding, enforcing the human capital and achievements in the wider area. Language as human capital forms the paths of an individual's life on the knowledge and labour markets. Market situation and the development of individual societies determine global directions, thus forcing people to use English as a global language. However, the mother tongue as an official or national language, in our case Slovene, is not being used just as a communication, thinking and cultural heritage tool; it is forming identities and the affiliation to a certain ethnic community. The same language has two roles, being a communication tool and the indicator of cultural

and scientific level of an individual and nation. It can be a language of promotion and success or the language of segregation and assimilation. The same opposing features can be applied to the most popular languages in the world or different lingua francas. They lead us to face challenges in the world scale as well as to successfully integrate ourselves in the widest scope of co-workers; however, they can also marginalise other languages and consequently obstruct language diversity, since they introduce a new compulsory bilingualism.

Scientific facts in the academic world are transferred by using English as the most read language, or by using Slovene as a scientific language of each individual science. In the first case, the writer is required to know and completely master the language or the writer is forced to rely on the expertise of the translator. In the second case, many foreign words are inserted in texts due to their difficulty level, thus reducing the ability to understand and follow the appropriate language flow of Slovene language. Based on the example of scientific texts in linguistics and pharmacy we can see that the scientific language can be written by using the Slovenian version in the world of established expert terms and descriptions.

Key words: intellectual space, mother tongue, global English, scientific language, professional vocabulary

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DRAMATIČNOST AKADEMSKE GOVORICE

Ko bi se Frederick Winslow Taylor, pisec *Načel znanstvenega upravljanja* (1911), strojni inženir, ki je to znamenito delo ustvaril že kot univerzitetni učitelj, lotil analize našega dela po načelih, ki so zaradi njega dobila naziv *taylorizem*, bi ugotovil, da je ta poklic sestavljen iz branja, pisanja in govorjenja. In če bi se lotil izboljšanja učinkovitosti akademskega delovnega procesa, bi se gotovo gibal zelo blizu tistega jezika, ki sta ga ob istem času (prvi del je izšel leta 1910) za matematično znanstveno izražanje skušala v *Principia Mathematica* razviti Alfred North Whitehead in Bertrand Russell¹. Hotela sta ustvariti znanstveni jezik, v katerem bi bila začenši z osnovnimi znaki-simboli vsaka sestavina jasno, razločno in neprotislovno opredeljena, posledično pa bi se dalo izreči le take izjave, ki bi bile enoznačno odločljive – za katerokoli od njih bi se dalo s strogo neoporečnostjo ugotoviti, ali so pravilne ali nepravilne, točne ali netočne. Njun poskus je bil predmet desetletnih razprav, vključno z Wittgensteinovim zgodnjim prispevkom (besedilo *Traktata*² je iz leta 1918). Vendar je samega sebe s knjigo *Filozofske preiskave* (2001), ki je izšla šele po njegovi smrti, Wittgenstein postavil pod vprašaj, ko je prišel do protislovja, ki ga nikakršna znanstvena operacija ne more odpraviti: v jeziku se ne da znanstveno natančno in brez protislovij določiti, kaj je jezik. Za razliko od Molièrovega junaka, ki je vse življenje, ne da bi za to vedel, govoril v prozi, univerzitetni učitelji vse življenje uporabljamo jezik, ne da bi mogli brez dvomov in protislovij odgovoriti na

¹ North Whitehead, Alfred; Russell, Bertrand (1910): *Principia Mathematica*, 1. del. Cambridge: Cambridge University Press; prirejena in skrajšana izdaja vseh treh delov v eni knjigi: *Principia Mathematica*, Cambridge University Press, Cambridge 1962.

² Ludwig Wittgenstein, *Tractatus Logico-Philosophicus* (oz. *Logisch-Philosophische Abhandlung*) je izšel leta 1921 pri založbi Oswald kot 14. knjiga serije *Annalen der Naturphilosophie*, vendar je bilo delo praktično dokončano že četa 1918, ko je avtor zapisal *Predgovor*.

vprašanje, kaj ta jezik je. To pa bi bil že skoraj dokaz za to, da učni in znanstveni jezik ni samo orodje, ki ga uporabljamo, ampak tudi svet, v katerem živimo. Tako kot riba, ki mora trikrat plavati (saj smo na sredozemski obali, mar ne?): najprej v morju, da bi se lahko gibala, nato v olju, da bi postala užitna, in za sklep v vinu, da bi v njej zares uživali. Tudi jezik mora biti trikrat oživiljen, kar potrjuje druga sredozemska formula, tista iz antične retorike, ki pravi, da je naloga dobre govornice *docere, delectare* in *movere*. Naš jezik mora torej biti:

1. gibčen v izražanju spoznanj, da bi lahko poučeval: *lingua franca* znanosti je njena posebna znanstvena govorica, ki se mora razviti iz vsakega naravnega jezika posebej;
2. užiten, da bi izzval dovolj pozornosti in nudil veselje, zaradi katerega imamo pretok in posredovanje spoznanj radi;
3. ganljiv, a ne v čisto sentimentalnem, ampak v izvirnem pomenu, ki ve, da se da z jezikom ljudi in stvari ganiti – spraviti v gibanje.

Znanstveni in učni jezik, ki ima te retorične lastnosti, je dramatičen v izvirnem in v prenesenem pomenu besede, saj je akademsko govorjenje dejanje in nastopanje hkrati. Dramatičnost učnega in znanstvenega jezika je prav v tem, da živi v nastopu (*performance*). Za nastop pa velja, da predstavlja govorno dejanje, ki tisto, kar uprizarja, proizvede.

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THE DRAMA OF ACADEMIC DISCOURSE

If Frederick Winslow Taylor, the author of *The Principles of Scientific Management* (1911), mechanical engineer, who created this famous piece of work already as university lecturer, had done the analysis of our work according to the principles that were named after him and known as *taylorism*, he would have found out that this profession is composed of reading, writing and speaking. And if he had tried to improve the effi-

ciency of academic working process, he would have for sure been moving close to the language which Alfred North Whitehead and Bertrand Russell³ tried to develop at the same time (first part was published in 1910) for mathematical scientific expressions in *Principia Mathematica*. The latter wanted to create a scientific language where, starting with basic signs-symbols, each contents would be determined clearly, distinctly and un-ambiguously; consequently we could utter only statements which would be single-mindedly decisive – for any of them it would be possible to undoubtedly establish that they are correct or wrong, accurate or inaccurate. Their experiment was subject to discussions for a decade, including Wittgenstein's last contribution (the text of *Tractatus*⁴ is from 1918). However, Wittgenstein confronted himself with a dilemma by publishing after his death a book »Philosophical studies«- *Filozofske preiskave* (2001), when he faced a contradiction which no scientific operation can eliminate: in language it is not possible to determine scientifically and with no contradictions what language really is. In opposition to Molière's hero who spoke, without knowing it, his entire life in prose, we, the university lecturers use for our life time a language for which we could not without any doubt and contradiction say what that language really is. And this could almost be a proof that teaching and scientific language are not only a tool we use but the world we live in. The same as fish which has to swim for three times (We are on the Mediterranean coast, aren't we?): first in the sea in order to move around, then in oil to become edible and for a finish in wine in order to enjoy it as much as possible. Language also has to be revived for three times, which again has been approved by another Mediterranean formula, the formula from Ancient rhetoric, saying that the objective of good speaking is *docere*, *delectare* and *movere*. Our language therefore has to be as follows:

1. agile in expressing our cognitions, in order to be able to teach: *lingua franca* of science is a special scientific language which has to be developed from each natural language separately;
2. edible, to draw enough attention and to offer joy, for which we like the flow and transfer of knowledge;
3. moving, however, not entirely in sentimental, but in the original meaning, knowing that it is possible to move people emotionally through language – or to put them in motion.

Scientific and teaching language which has the above enumerated rhetoric properties is dramatic in the original and in figurative meaning, since academic discourse is action and performance at the same time. The drama of teaching and scientific language is exactly in the fact that it lives in performance. And for performance it is significant that it represents speaking action, which produces what it performs.

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ANGLEŠČINA KOT LINGVA FRANKA? KULTURNE SEMIOTIKE V ANGLEŠKIH RAZREDIH S ŠTUDENTI ERASMUS

Predavanje temelji na mojih osebnih izkušnjah iz poučevanja kot predavateljice lingvistike na Univerzi Loughborough.

Moj oddelek, ki slovi kot eden od najboljših v angleščini in dramatiki v Združenem kraljestvu, vsako leto sprejme večje število študentov Erasmus iz Nemčije, Bolgarije, Slovenije, Španije, Italije, Grčije, Nizozemske. Večje število jih prihaja tudi iz ZDA.

Kot predavateljica jezikov in lingvistike se pogosto znajdem v čudni situaciji, ko moram predavati angleški jezik na dodiplomski stopnji letnikom, ki so v enakem številu sestavljeni iz britanskih študentov in študentov Erasmus; toda nenavaden dejavnik ni razmerje 50 % proti 50 %, ampak dejstvo, da imajo študenti Erasmus običajno solidno podlago v angleški slovnici, medtem ko britanski študenti, čeprav zelo dobri, tega nimajo zaradi nacionalnega učnega načrta, razen v primeru, ko izberejo jezik na A-zahtevnostni stopnji. To pomeni, da pogosto poučujem razrede z nedomačini, ki pravzaprav nimajo spretnosti v govorjenju in pisanju v angleškem jeziku, ampak imajo osnovno znanje sintakse, fonologije in semantike, kot tudi terminologije za opisovanje jezika v lingvističnem smislu, in po drugi strani z domačini, ki z lahkoto govorijo in pišejo v svojem lastnem jeziku, a imajo slabše znanje, če sploh kakšno, glede slovnice in terminologije za opisovanje lingvističnih vsebin.

Navedeno vodi do situacije, ko se študenti Erasmus navdušujejo nad stvarmi, ki se jim zdijo samoumevne, in ko se britanski študenti počutijo skoraj osramočene in si

skoraj ne upajo vložiti svojih prispevkov v seminar, ker menijo, da bi morali znati več o svojem jeziku, a temu ni tako.

V letih svojega dela na Univerzi Loughborough sem ugotovila, da je koristno predlagati jezike kot vrata k razumevanju kulture in kulturnih vsebin in kot pobudo za debato o vlogi angleščine kot akademskem predmetu v drugih državah in da se osvetli način, kako se angleščina dojema, bodisi kot predmet študija ali kot orodje za mednarodno komunikacijo. Ali je torej še vedno legitimno definirati angleščino kot *lingua franca*? Ali pravzaprav ne govorimo o kodeksu, ki ga uporabljamo za reinterpretacijo kulturne specifičnosti?

Predavanje bo pokazalo, kako lahko ravno študij angleščine, ki deluje v različnih kontekstih (z vidika sistemsko-funkcijske lingvistike), spodbuja k diskusiji o kulturnih razlikah in medkulturni semiotiki, tako na nivoju lingvistike kot tudi izven nje. Moje predavanje bo osredotočeno zlasti na to, kako lahko študenti – nedomačini reinterpretirajo angleščino, za razliko od njenega učinka kot *lingua franca*, in kako lahko študij in uporaba specifične terminologije pri jezikovnem pouku študentov Erasmus poudari kulturni proces ponovne obravnave, ki vsebuje tudi uporabo večkodnih izdelkov, kot so filmi in elektronska oglaševanja na internetu.

Arianna **Maiorani**

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ENGLISH AS A LINGUA FRANCA? CULTURAL SEMIOTICS IN ENGLISH CLASSES WITH ERASMUS STUDENTS.

This lecture is based on my personal teaching experience as a Lecturer in Linguistics at Loughborough University.

Being one of the top English and Drama departments in the UK, my department recruits several Erasmus students every year: they come from Germany, Bulgaria, Slovenia, Spain, Italy, Greece, the Netherlands, and there are more coming from the U.S.A.

As a Language and Linguistics lecturer I often find myself in the bizarre situation of having to teach English Language at undergraduate level to classes that are composed by British and Erasmus students in equal number: the bizarre factor, however, is not the 50 % to 50 % ratio but the fact that Erasmus students usually have a quite good background in English grammar while British students, although very good one, do not because of the National Curriculum, unless they chose to take Language at A-Level. Which means that I often have classes with non-native speakers who may not be used to speaking and writing in English but who know at least the basics of syntax, phonology, and semantics, as well as the terminology to describe language in linguistic terms, and native speakers who obviously speak and write in their own language but who often have very poor knowledge, if at all, of grammar and the terminology to describe linguistic items.

This leads to a situation where Erasmus students feel actually amazed at having to cover things they thought they could take for granted and British students who, on the contrary, feel almost ashamed and not at all confident at contributing to seminars because they believe they should know more about their own language and they do not.

In the years I have been working at Loughborough University I have observed that proposing language as a door for understanding culture and cultural context is a very useful way to trigger discussion on the role of English as an academic subject in other countries and to shed light on the way English is perceived both as a matter of study and as a tool to communicate internationally.

Is it therefore legitimate to still define English as a *lingua franca*? Or are we not rather speaking of a code that is used to re-interpret cultural specificity?

This lecture will show how the very study of English as a language functioning in specific contexts (in a Systemic Functional Linguistic perspective) can facilitate the discussion of cultural differences and intercultural semiosis both at a linguistic and at an extra-linguistic level. In particular, my presentation will focus on how English, rather than working as a »*lingua franca*«, is actually re-interpreted by non-native speaker students and how the study and use of specific terminology in language classes with Erasmus students can actually highlight cultural processes of re-elaboration that also involve the consumption of multimodal products like films and on line advertisements.

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Univerza na Primorskem

JEZIK KOT RAZSEŽNOST KRITIČNEGA UMA

Jeziki, ki jih uporabljamo za opis sveta okoli nas, odražajo tako univerzalnost kot kompleksnost pojavov, ki jih želi posameznik opisati. To velja tako za vsakodnevno komunikacijo kot tudi izražanje znanstvenih resnic.

Z uporabo primerov iz logike, matematike in drugih ved bom prikazal, da komunikacija, ki presega kulturne ter jezikovne ovire ni ne le mogoča, temveč je lahko celo zadeva bolj ali manj daljne prihodnosti, ki se bo zgodila bodisi zaradi tehnološkega napredka bodisi zaradi spoznavne širitve človeškega uma, srca in duha.

Dragan **Marušič**
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LANGUAGE AS A COMPONENT OF THE CRITICAL THOUGHT SPACE

The languages used in order to describe the world around us, reflect both the universality and complexity of the phenomena one aims at describing. This is the case in our day to day communication as well as when articulating scientific truths.

I will use examples from logic, mathematics and other sciences to argue that communication transcending cultural and linguistic barriers is not only possible but may very well be the case

in the more or less distant future either due to technological advances or due cognitive expansions of human mind, heart and spirit.

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NEKATERI PROBLEMI AKADEMSKEGA IN ZNANSTVENEGA JEZIKA PRI METODAH POUČEVANJA MATEMATIKE V PROCESU GLOBALIZACIJE

Glede na globalizacijo kot kompleksnim in protislovnim družbenim pojavom, ki simbolizira duh sedanjega časa, avtorji poudarjajo, da se pojav najbrž pojavlja v svoji najobsežnejši obliki prav v šolstvu, še zlasti v visokem šolstvu. V tem smislu je bilo izpostavljenih nekaj problemov, povezanih z uporabo akademskega in znanstvenega jezika pri metodah poučevanja matematike. Med drugim se ti problemi nanašajo na različno terminologijo, ki opredeljuje učni predmet *Metode poučevanja matematike*, na raznovrstno terminologijo, ki se uporablja za opredelitev in uveljavitev nekaterih didaktično – metodoloških konceptov (učne metode, vrste poučevanja, mediji, viri, itd.), kakor tudi na razlike pri podajanju nekaterih matematičnih konceptov in operacij. Ne da bi ugovarjali potrebi po standardizaciji akademskega in znanstvenega jezika na tem področju, avtorji tudi opozarjajo na nevarnost, da lahko zgolj en jezik, in posledično terminologija vezana na ta jezik, ogrozi specifične lastnosti nacionalnega jezika in nacionalne kulture drugih narodov.

Ključne besede: akademski jezik, znanstveni jezik, metode poučevanja matematike, matematika, globalizacija

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SOME PROBLEMS OF ACADEMIC AND SCIENTIFIC LANGUAGE IN THE TEACHING METHODS IN MATHEMATICS IN THE GLOBALIZATION PROCESS

Referring to globalization as a complex and contradictory social phenomenon which symbolizes the spirit of the present time, the authors point out that, probably, it is exhibited in its most complex form in the field of education, especially in higher education. In this context, some problems associated with the use of academic and scientific language in the teaching methods in mathematics are singled out. Among other things, these problems relate to different terminology that identifies the teaching subject *Teaching Methods in Mathematics*, different terminology used to define and realize some didactic-methodical concepts (teaching methods, types of teaching, media, resources, etc.), as well as differences in featuring some of mathematical concepts and operations. Not disputing the need for standardization of academic and scientific language in this area, the authors point to the danger that only one language and terminology, based on that language, may also endanger the specific characteristics of the national language and national culture of other nations.

Key words: academic language, scientific language, teaching methods in mathematics, mathematics, globalization

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Christopher **Taylor**

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PREVAJANJE AKADEMSKIH IN ZNANSTVENIH BESEDIL

Prispevek obravnava akademska in znanstvena besedila v jeziku za posebne potrebe na različnih stopnjah abstrakcije in se potem posveti temu, kako takšna besedila prevajati, kadar so postavljena na takšne nivoje. Na ta način se lahko ugotovi, s katerimi dilemami se sooča, ko se prepleta z drugimi jeziki. Po pregledu različnih zvrsti in podzvrsti znanstvenih besedil bo potekala obravnava specifične raznolikosti, in sicer jezika kartografije. Ta vzorčna raziskava se bo nanašala na vrste prevodov, ki so potrebni za obravnavo tekstov, še zlasti na vrste besedil, ki jih najdemo znotraj istega makrobesedila. Znotraj istega besedila jezik pogosto niha med standardnimi izrazi in visokotehničnim izrazoslovjem s celo vrsto vmesnih stopenj. Zavedanje ustroja teorije, ki podpira koncept strokovnih jezikov, je bistveno pri pomoči prevajalcu, da napravi gladek prehod iz enega modela teksta v drugi model, tudi pri navidezno homogenih zvrsteh.

Problem *prepletanja z drugimi jeziki* je tudi impliciten pri zadnji didaktični strategiji, imenovani VJIU (vsebinsko in jezikovno integrirano učenje – CLIL – content and language integrated learning), čeprav na zelo drugačen način kot prevajanje. VJIU vsebuje poučevanje akademskih predmetov v jeziku, ki ni materni jezik študentov, in učitelj mora običajno prevzeti ustrezno vlogo v njegovem J2 (drugem jeziku). Tudi sedaj se mora učitelj v odvisnosti od vrste uporabljenega jezika (akademskega, opisnega, razlagalnega, nevtralnega itd.) mehko gibati od enega nivoja do drugega nivoja in posledično do stila in strukture svojega J2 s ciljem, da bi preprečil spopad sintaktičnih

vzorcev, vsiljeno izbiro besednjaka in zavajajoče poskuse izgovarjave pred njihovo vgrajenostjo v zavesti slušateljev.

Ključne besede: jezik za posebne potrebe, tranzicija, vrste besedil, kartografija, VJIU

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THE TRANSLATION OF ACADEMIC AND SCIENTIFIC WRITING

This paper will consider academic and scientific writing as »language for special purposes' at various levels of abstraction and then devote attention to how to translate such texts when instantiated at these levels. In this way it can be seen »which dilemmas they encounter when interlocking with other languages'. After an overview of various genres and subgenres of scientific text, a particular variety will be analysed, namely the language of cartography. This case study will make reference to the types of translation required to deal with types of text, and in particular to types of text found within a single macrotext. Within a single text the language often varies greatly between standard expression and highly technical discourse, with a whole series of intermediary stages. An awareness of the body of theory underpinning the concept of languages for special purposes is essential in enabling the translator to make a smooth transition from text-type to text-type, even within seemingly homogeneous genres.

The question of »interlocking with other languages' is also implicit in the recent didactic strategy known as CLIL (content and language integrated learning), though in a very different way to translating. CLIL involves teaching academic subjects in a language that is not the native tongue of the students, and the teacher is generally required to perform this role in his L2. Again depending on the type of language used (academic, descriptive, expository, neutral, etc.) the teacher needs to be able to move smoothly from one level to another, and according to the style and structure

of his/her L2, in order to prevent clashing syntactic patterns, forced vocabulary choices and misleading attempts at pronunciation from becoming embedded in the learners' minds.

Key words: language for special purposes, translation, text types, cartography, CLIL

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AKADEMSKI IN ZNANSTVENI JEZIKI V OBDOBJU GLOBALIZACIJE

Vloga jezikov je bila vedno pomembna pri internacionalizaciji in globalizaciji raziskovanja na univerzah. Kateri jezik(i) igrajo najpomembnejšo vlogo pri teh procesih, se je skozi zgodovino spreminjalo. Trenutno je najpomembnejši založniški jezik angleščina in že leta velja slogan »Objavljaj ali propadi v angleščini!«. Prispevek se najprej osredotoča na pregled procesa, ki je do tega stanja privedel in nato kakšne pozitivne in negativne učinke je imel na raziskovalne kroge na univerzah. Prispevek nato obravnava izzive današnjega časa, ko je informacija že digitalizirana in se z lahkoto širi po svetu in ko drugi semiotski kodi igrajo vse večjo vlogo v znanosti in v poročanju o znanosti. V procesu internacionalizacije in globalizacije se je raziskovanje na univerzah materializiralo in šlo skozi proces komercializacije, po drugi strani pa lahko uspešnost ali neuspešnost v teh procesih vpliva celo na njihov obstoj. Ali naj bi nasproti mednarodnim raziskavam (raziskovalcem) postavili lokalne raziskave (raziskovalce), nasproti mednarodnim univerzam lokalne univerze ter ali naj enega nasproti drugemu postavimo lokalni akademski/znanstveni jezik in založniške organizacije na eni ter mednarodni jezik in založniške družbe na drugi strani. Kdo bo v tej igri zmagovalec in kdo poraženec? Ali je dovolj prostora za vse?

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ACADEMIC AND SCIENTIFIC LANGUAGES IN THE ERA OF GLOBALIZATION

The role of languages has always been significant for the internationalization and globalization of research carried out at universities. Which language (or languages) plays the major role in these processes has shifted with historical times. The current, most significant publication language is English and the slogan has now for years been »Publish or perish in English!». The presentation first reviews the processes that led to this, and what positive and negative consequences it has had to the research communities at universities. It then discusses today's challenges, when information is digitalized, spreads around the world easily and other semiotic codes are playing an increasing role in making science and reporting about it. In the process of internationalization and globalization, research at universities has also been commodified and universities have gone through marketization processes, and the successes or failures in these processes may even influence their very existence. Do we have to position local research(er) vs. internationalized research(er), local university vs. internationalized university, local academic/scientific languages and local and international publishing against one another. Who are the winners and who are the losers in this game or is there space for all?

PRISPEVKI

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ANGLEŠČINA KOT LINGVA FRANKA V AKADEMskem OKOLJU

Prispevek obravnava rabo angleškega jezika v akademskem okolju, tako na področju znanstvenega raziskovanja kot pedagoških dejavnosti. V prvem delu avtorici razpravljata o izrazu »angleščina kot lingva franka« (ALF), ki se v zadnjih letih čedalje bolj uveljavlja za sporazumevanje v angleškem jeziku, ki poteka med govorci različnih jezikov (Seidlhofer 2005, Young and Walsh 2010, Jenkins 2007, House 2003). Izraz ALF je danes v veliki meri zamenjal druge sorodne izraze, kot je na primer »angleščina kot mednarodni jezik«, ki so se nanašali na rabo angleščine kot lingve franke zlasti med nerojenimi govorci. V tem smislu ima soobstoj ALF in angleščine kot maternega jezika pomembne posledice za preučevanje angleščine kot globalnega jezika. S tem so povezane številne razprave, kot so opredelitev ALF, osnovne razlike med ALF in angleščino kot maternim jezikom, norme jezikovne rabe ALF, ideološke in kulturne razsežnosti tega pojava, vloga poučevanja angleščine kot tujega jezika in druge.

V drugem delu so predstavljeni rezultati ankete, ki je bila izvedena med zaposlenimi na pedagoškem in raziskovalnem področju Univerze na Primorskem. Poglavitni cilj raziskave je bil ugotoviti, v kolikšni meri je na pedagoškem in raziskovalnem področju angleščina uveljavljena kot lingva franka. Iz analize sledi, da lahko govorimo o razširjeni rabi angleščine kot lingve franke na nekaterih področjih delovanja, kot je na primer uporaba znanstvene in strokovne literature v angleškem jeziku. Po drugi strani rezultati kažejo, da so med vprašanimi pomembne razlike pri sprejemanju najustreznejše jezikovne variante angleščine kot globalnega jezika.

Ključne besede: angleščina kot lingva franka, jezikovne variante, angleščina kot tuji jezik, angleščina kot materni jezik

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ENGLISH AS A LINGUA FRANCA IN ACADEMIC SETTINGS

The paper is aimed at exploring the use of English as a lingua franca in academic settings, both in the area of research and instruction. The first part looks at the term »English as a lingua franca« (ELF), which has recently developed to mean communication in English between speakers of different first languages (Seidlhofer 2005, Young and Walsh 2010, Jenkins 2007, House 2003). The term ELF has largely replaced other expressions, such as the more general term »English as an international language« (EIL), which were used to refer to lingua franca uses of English primarily among its non-mother tongue speakers. In this respect, the fact that ELF is seen as existing alongside English as a native language has several important implications for the research of English as a global language. The issues frequently discussed in this regard include the definition of ELF, the differences between ELF and native English, the linguistic description of ELF and language usage models, ideological and cultural implications, the role of teaching, and others.

The second part presents the results of a survey conducted among the teaching and research faculty of the University of Primorska. The main objective of the survey was to examine the extent of the use of ELF in the area of research and instruction at the university. The results indicate a widespread use of ELF in several areas related to the respondents' research and instruction activities, such as in the use of research sources and literature. On the other hand, the analysis suggests that there are still important differences in the perception of the preferred variety of English as a global language.

Key words: English as a lingua franca (ELF), language varieties, English as a foreign language, English as a native language

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UČNI JEZIK NA PRIMORSKIH ŠOLAH ZA OSNOVNOŠOLSKE UČITELJE

Izobraževanje za osnovnošolske učitelje je zgodovinsko gledano šlo skozi različne družbene ureditve in skozi različne državne tvorbe, kar je odraz na eni strani gospodarskih, družbenih in političnih razmer države, v katero je bilo vključeno primorsko ozemlje, na drugi strani pa truda za uveljavljanje narodnostno-kulturnih elementov v celotnem izobraževalnem sistemu.

Usmeritev na zgodovino in nekakšen kronološki prikaz bomo naredili ne le zaradi zanimanja za zgodovino, pač pa tudi zato, ker ima zgodovina možnost, da zaposli preteklost za napoved prihodnosti in uporablja sedanost za razlago preteklosti (Cohen, Manion, Morrison 2000).

Pri prikazu uporabe slovenščine kot učnega jezika in učnega predmeta se bomo usmerili na prve državne šole za osnovnošolske učitelje pod Avstro-Ogrsko z nemškim učnim jezikom v Gorici in Kopru ter na prvo moško učiteljišče, tudi pod Avstro-Ogrsko, v Gorici s slovenskim učnim jezikom. Pogledali bomo uporabo slovenskega jezika na zaposlovalnih tečajih med prvo svetovno vojno v Ljubljani in Trstu ter spremembe učnega jezika na edinem učiteljišču za slovenske učitelje pod Italijo v Tolminu. Veliko spremembo glede učnega jezika so doživeli pedagoški tečaji med drugo svetovno vojno ter izobraževanje za slovenske učitelje pod Jugoslavijo. Predstavitev bomo sklenili z usposabljanjem osnovnošolskih učiteljev v samostojni državi, Republiki Sloveniji, kjer imamo v ustavi zapisano, da je slovenski jezik uradni jezik in je navedena izjema glede uporabe slovenskega jezika le na jezikovno mešanem ozemlju, kjer živita italijanska in madžarska manjšina. Na drugi strani pa smo sedaj v času in

procesu globalizacije, ki prinaša drugačne usmeritve glede uporabe učnega jezika na visokošolskem izobraževanju.

Ključne besede: učni jezik, šole za osnovnošolske učitelje, Primorska

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LANGUAGE OF INSTRUCTION IN EDUCATION OF PRIMARY SCHOOL TEACHERS IN PRIMORSKA REGION

From the historical point of view, the education of primary school teachers has gone through various social orders and states, and on one hand reflects the economic, social and political situation of the country, which the Primorska region was part of at that time, but on the other hand, it also reflects the efforts for the implementation of national and cultural elements in the national educational system of that time. The focus on the historical aspect and the chronological overview are not only due to our interest in history, but also due to history's ability to employ the past for the prediction of the future and use the present to explain the past (Cohen, Manion and Morrison: 2000). When discussing the use of Slovenian as the language of instruction and a school subject, we will focus on the first two state schools for primary-school teachers under Austria-Hungary in Gorizia and Koper, where the instruction took place in German, and on the first male normal school in Gorizia, also under Austria-Hungary, but with instruction in Slovenian language. We will discuss the use of Slovenian language in employment courses in Ljubljana and Trieste during the First World War and the changes in the language of instruction that were made at the only normal school for Slovenian teachers under Italy in Tolmin. The language of instruction in teacher training courses largely changed during the Second World War and afterwards in the training for Slovenian teachers under Yugoslavia. The discussion will be concluded

with preschool-teacher training in the independent Republic of Slovenia, where the constitution declares Slovenian as the official language. The only exceptions are those areas, where Italian or Hungarian ethnic communities reside and the official language is also Italian or Hungarian. However, nowadays the language used in higher education is changing due to globalisation.

Key words: Language of instruction, schools for education of primary-school teachers), Primorska region

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ANGLEŠČINA KOT LINGVA FRANKA

Avtorica se ima namen osredotočiti na mesto angleščine kot lingve franke. Najprej želi prikazati mesto angleščine v zadnjem času v svetu in Evropi. Glede na to, kako pogosto se angleščina uporablja kot lingva franka tudi v akademskem okolju, je zanimivo spremljati, katero angleščino naj bi poučevali v šolah in na univerzah. Prav tako je lahko nejasno, ali so materni govorci angleščine še vedno tisti, ki odločajo o tem, kaj se dogaja z angleščino. To se lahko vprašamo predvsem zato, ker nekateri avtorji predlagajo, da to, kar je včasih štel kot napačna raba, ne bi bilo več napačno, saj ni moteče za mnoge uporabnike angleščine kot lingve franke. Prispevek se konča s kratkim pogledom na odnos med jezikom in kulturo.

Ključne besede: angleščina kot lingva franka, evro-angleščina, jezik in kultura, angleščina kot tuji jezik, poučevanje angleščine kot tujega jezika

Živa Čeh

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ENGLISH AS LINGUA FRANCA

The author intends to focus on the position of the English language as a lingua franca and starts with a description of the current role of English in the world and in Europe. Due to the fact that English is widely used as a lingua franca also for academic purposes, it may be interesting to find out which variety of English should be taught in schools and universities. Moreover, it may also be unclear whether native speakers of English are still in control of the English language, particularly so as some authors are suggesting that the most common errors should not be considered errors anymore since a lot of speakers of the language as a lingua franca do not find them disturbing. The paper concludes with a short look at the connection between language and culture.

Key words: English as lingua franca, Euro-English, language and culture, English as a foreign language, teaching English as a foreign language

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NAPAČNE PREDSTAVE KOT POSLEDICA ZMOTNIH RAZLAG PRI NARAVOSLOVJU

V prispevku obravnavamo problematiko, vezano na pojavljanje napačnih predstav v naravoslovju, ki nastanejo kot posledica pretiranega poenostavljanja in posploševanja, uporabe neustreznega izrazoslovja ter zmotnih razlag. V prvi fazi smo želeli ugotoviti, katere zmotne razlage oz. neustrezne uporabe izrazov se pogosteje pojavljajo v učnem gradivu. V ta namen smo pregledali osnovnošolsko učno gradivo za predmeta Spoznavanje okolja za 3. razred in Naravoslovje in tehnika za 4. in 5. razred ter evidentirali primere napačnih razlag, ki se pojavljajo pri obravnavi naravnih pojavov in procesov. Nato smo izbrali in izpisali deset najbolj neustreznih, strokovno nekorektnih in zavajajočih razlag ter jih podrobneje analizirali. Navedli smo, do katerih napačnih predstav lahko le-te privedejo in podali ustreznejše razlage. V drugi fazi smo želeli ugotoviti, ali so študenti (bodoči učitelji) občutljivi na te napake ter v kolikšni meri jih zaznajo. Izbrane napačne razlage so študentje 3. letnika rednega študija programa Razredni pouk Pedagoške fakultete Koper (N = 50) analizirali in o njih zapisali komentarje. Iz njihovih analiz in komentarjev je bilo razvidno, da so premalo pozorni na pojavljanje zavajajočih ali celo napačnih razlag in da v besedilu neustrezne uporabe strokovnih izrazov ne prepoznajo v zadostni meri. Iz tega lahko zaključimo, da bo potrebno študente (bodoče učitelje) opozoriti na to problematiko in jih ozaveščati o

posledicah neustreznega, zavajajočega ali celo napačnega izražanja, tako pri svojih razlagah kakor tudi v učnih gradivih.

Ključne besede: poučevanje naravoslovja, napačne predstave, napačne razlage, neustrezna uporaba strokovnih izrazov

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MISCONCEPTIONS IN SCIENCE AS A CONSEQUENCE OF ERRONEOUS EXPLANATIONS

In this paper the problems related to formation of misconceptions in science are discussed. The study focused particularly on the occurrence of misconceptions in science resulting from over-simplification, generalization, use of inappropriate terminology and erroneous explanation. The first phase aimed to determine which erroneous explanations or improper uses of terminology are more prevalent in learning material. In order to provide this, the science textbooks for 3rd, 4th and 5th grade of elementary school were used to record examples of inappropriate use of terminology and erroneous explanations. The ten most inappropriate, incorrect and confusing explanations were selected and analyzed in detail. The misconceptions occurring as a consequence of such explanations were stated and alternative explanations were proposed. The second phase determined whether students (future teachers) are sensitive to these errors and if they are aware of them. The research was conducted among the students (N=50) of the primary school teaching at Faculty of Education Koper, University of Primorska.

They needed to evaluate the correctness or acceptability of ten selected assertions. The results of the study showed that little awareness of the consequences of inappropriate use of terminology and erroneous explanations in textbooks is present. In the future, the students need to be sufficiently convinced about why misconceptions are not acceptable and should be rejected.

Key words: science teaching, misconceptions, erroneous explanations, inappropriate use of terminology

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DOLGA IN ZAPLETENA POT DO MEDNARODNE ZNANSTVENE UVELJAVLJENOSTI: PRIMER SLOVENSКИH DRUŽBOSLOVCEV

Angleščina je prevladujoči jezik sporazumevanja v znanosti. Več kot 90 % člankov, ki so izšli leta 2004 v družboslovnih znanstvenih revijah in so bili vključeni v bazo ISI Web of Science, je napisanih v angleškem jeziku. Znanstveniki, ki angleščino uporabljajo kot materni jezik, so tako pod velikim pritiskom, da morajo pisati v tujem jeziku, če želijo izsledke svojih raziskav objaviti v znanstvenih revijah z visokim faktorjem vpliva ter se z njimi uveljaviti (Lillis, Curry 2006; Lillis, Hewings, Vladimirov 2010). Bibliometrična primerjalna analiza profila slovenskega raziskovanja (Sorčan, Demšar, Valenci 2008) je razkrila, da so se slovenski družboslovci leta 2005 uvrstili relativno nizko na lestvici kazalcev ISI Web of Science za posamezne države. Previdnost pri razlagi teh podatkov vsekakor ni odveč, nizka uvrščenost družboslovja pa vendarle odpira naslednje vprašanje: ali pisanje v angleškem jeziku omejuje slovenskim znanstvenikom na področju družbenih ved dostop oz. objavlanje v najpomembnejših mednarodnih znanstvenih revijah. Glavni cilj tega prispevka je tako podati vpogled v prakse pisanja in objavlanja slovenskih družboslovcev v lokalnem in mednarodnem okolju. S pomočjo polstrukturiranega intervjuja smo ugotavljali, kakšne strategije uporabljajo slovenski avtorji za konstruiranje svoje znanstvene identitete. Povprašali smo jih tudi o vplivu sprememb v

pokritosti regij in družbenih ved v bazi Thompson Reuters Web of Science (Testa 2011) na njihove prakse pisanja in objavljanja.

Ključne besede: znanstveno pisanje, znanstveno objavljanje, znanstveniki kot ne-materni govornici angleščine, prakse citiranja, družbene vede

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THE LONG AND WINDING ROAD TO INTERNATIONAL ACADEMIC RECOGNITION: THE CASE OF SLOVENE SOCIAL SCIENCES AUTHORS

English has become the dominant language of scientific communication. In 2004, more than 90 % of articles published in social sciences journals tracked by the ISI Web of Science were written in English language. Therefore, scholars from non-English speaking backgrounds have been increasingly under pressure to write in a foreign language if they wish to disseminate their research results in high impact journals and receive recognition (Lillis & Curry 2006; Lillis, Hewings & Vladimirova 2010). The comparative bibliometrical profile of research in Slovenia (Sorčan et al. 2008) showed that, in 2005, Slovene authors publishing in the field of social sciences ranked relatively low in terms of ISI Web of Science Country indicators. Although the implications of these figures need to be handled carefully, they nevertheless open the question of whether having to write and publish for international audiences hinders Slovene social sciences scho-

lars' access to mainstream academic journals. The aim of our paper therefore is to provide a much needed insight into the writing and publishing practices of Slovene social sciences authors in local and international contexts. Using a qualitative approach, we conducted a series of semi-structured interviews to analyze the strategies Slovene authors use to construct their knowledge identities within a given scientific community. Last but not least, the scholars were also questioned about impacts of the changes in the coverage of regional and social sciences journals by Thompson Reuters Web of Science (Testa 2011) on their writing and publishing practices.

Keywords: academic writing, academic publishing, non-native English speaking scholars, citation practices, social sciences.

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O JEZIKU V NARAVOSLOVJU IN UVAJANJU NOVOSTI V FIZIKALNI JEZIK

Vsebina znanosti je lahko le tisto, kar je mogoče s komunikacijo nedvoumno posredovati med ljudmi^{1,2}. Največkrat je sredstvo komunikacije jezik. Zahteva po nedvoumnosti sporočanja velja tudi za pouk znanstvenih disciplin v šoli. Zato je bistvenega pomena, da učitelj razume in zna verbalizirati vsebine, ki jih poučuje.

To ne pomeni, da je potrebno za pouk znanstvenih disciplin uporabljati jezik, ki je odtujen od vsakdanje govornice. Pokazalo se je, da pridejo študentje do boljšega razumevanja novih pojmov, če teče poučevanje najprej v vsakdanji govorici in se šele pozneje seznanijo z ustreznim znanstvenim jezikom³. Študentje pogosto, tudi zaradi slabo verbaliziranega poučevanja, dobijo občutek, da morajo na področju naravoslovnih predmetov uporabljati druge besede, druge besedne in stavčne zveze, pa tudi drugo logiko kakor v navadnem življenju (*antizdravo pamet*). Zato je potrebno nove, strokovne in tehnične izraze uvajati in uporabljati pazljivo in najti ravnovesje med znanstveno preciznostjo in vsakdanjim jezikom: ne smemo pretiravati z željo po *znanstvenem purizmu*, a hkrati ne smemo zaradi uporabe *domačega* jezika dajati napačnih izjav.

V prispevku bomo predstavili primere po našem mnenju nepotrebne in škodljivega *preimenovanja* že obstoječih in ustaljenih izrazov ter *uvajanja* in izumljanja *pravih* izrazov in sintagem⁴ ter primerjali nekatere novo uvedene termine v slovenščini in rabo v nekaterih drugih jezikih. V znanstvenem (in splošnem) jeziku ni *pravih* in *nepravih* izrazov, so le dobro ali slabo definirani pojmi.

Nova odkritja v znanosti zahtevajo nastajanje vedno novih izrazov, s katerimi je mogoče opisati nove pojme, predmete, odnose in procese in ki hkrati odpirajo poti

novim strukturam razmišljanja. Prispevek obravnava procese prevajanja in prenosa novih izrazov, ki nastajajo največkrat v angleško govorečih okoljih, v slovenščino. Predstavi stališče do vloge angleščine kot večinsko sprejetega *mednarodnega* jezika in njegove rabe pri pouku naravoslovja v slovenskih šolah.

Ključne besede: komunikabilnost, znanstveno izrazoslovje, jezik v naravoslovju, ustvarjanje novih besed v znanosti, prenos besed, znanstveni prevodi

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ABOUT THE LANGUAGE IN SCIENCES AND ABOUT INNOVATIONS IN THE LANGUAGE OF PHYSICS

The content of a science can only be that which can be communicated unambiguously to people^{1,2}. Most often the means of communication is the language. The requirement for disambiguation is valid for the teaching of sciences in schools as well. Therefore it is essential that the teacher understands *and* knows how to verbalize the content that is being taught.

This does not mean that for the instruction of sciences a language disconnected from the everyday language should be used. It has been established that students arrive to a better understanding of new concepts if the instruction is first done in everyday language and if the rigorous scientific terms are introduced later³. Students often, due to a poorly verbalized teaching, feel that they have to use different words in sciences, different word and sentence forms, and also a different logic than in everyday life («the anti-common sense»). Therefore new scientific and technical terminology has to be introduced and used carefully, and a balance between the scientific rigor and everyday language has to be found: we should not exaggerate in the quest for a »scientific

Puritanism« while at the same time we should not make wrong statements because of the use of the »common« language.

In this presentation we will give examples of what we consider unnecessary and harmful *re-naming* of the already existing and established words and of the *introduction* and invention of »correct« expressions and syntagms⁴, and we will compare some newly introduced terms in Slovenian and a usage in some other languages. In scientific (and general) language there are no »correct« and »incorrect« words; there are only well and ill defined notions.

New discoveries in science again and again require the introduction of new terms that describe new concepts, objects, relations and processes. At the same time they open ways to new reasoning structures. Here we discuss the process of translation and transfer of new words, most often coming from English speaking environments, into Slovenian language. We present a position towards the role of the English language, by a majority accepted as the »international« language, and its usage in the teaching of sciences in Slovenian schools.

Key words: communicability, scientific terminology, language in sciences, creation of new words in sciences, transfer of words, scientific translations.

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RAZUMEVANJE KULTURNE SPECIFIČNOSTI AKADEMSKE ANGLEŠČINE Z UPORABO VODENJA MEDOSEBNIH ODNOSOV IN SISTEMSKE FUNKCIJSKE LINGVISTIKE

Angleščina se čedalje bolj uveljavlja kot globalni jezik (Crystal 2003), kar je moč opaziti tudi v akademskem okolju. Študenti se v različnih državah sveta pogosto odločijo pisati magistrsko ali doktorsko nalogo v angleščini in ne v svojem maternem jeziku. Od tod izhaja potreba po ustreznem razumevanju kulturne plati pisanja akademskih besedil v angleščini, katerega namen je usvojiti pisne spretnosti.

Akademsko pisanje sta obširno raziskovala Ventola in Mauranen (1990, 1991, 1996), ki sta ugotovila, da na tem področju obstajajo številne kulturne razlike med angleščino in drugimi jeziki. Mauranen je preiskoval zlasti kulturne razlike v pisanju akademskih besedil med finskim in angleškim jezikom (Mauranen 1993).

Na osnovi analize kulturnih razlik v pisanju med finskim in angleškim jezikom prispevek predlaga dve možni obliki podpore procesu akademskega pisanja: vodenje medosebnih odnosov (*rapport management*) (Spencer-Oatey 2008) in sistemsko funkcijsko lingvistiko (SFL) (Halliday 1985; 1994, Halliday and Matthiessen 2004).

Vodenje medosebnih odnosov lahko razumemo kot nujni korak pred uporabo SFL, kajti teorija poudarja potrebo po razumevanju kulturnih razlik pri sporazumevanju. Osnovne elemente vodenja medosebnih odnosov, in sicer vodenje lastne podobe

(*face management*), družabnostne pravice in dolžnosti (*sociality rights & obligations*) in cilji interakcij (*interactional goals*) v prispevku povežemo s SFL.

SFL lahko razumemo kot učinkovito jezikoslovno orodje v procesu pisanja akademskih besedil v angleščini. Vse tri meta-funkcije SFL: izkušnjska, medosebna in besedilna se upoštevajo z namenom, da se vzpostavi jasno razumevanje učinkovitega pisanja. Izkušnjska funkcija obravnava načine, kako posamezniki strukturirajo stvarnost, medosebna se ukvarja z oblikovanjem trditev s pomočjo naklonskosti, medtem ko nam besedilna meta-funkcija pomaga pri razumevanju povezovalne strukture besedila.

Ključne besede: *angleščina kot lingua franca, akademska besedila, vodenje medosebnih odnosov, sistemska funkcijska lingvistika*

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UNDERSTANDING THE ACADEMIC CULTURE OF ENGLISH BY APPLYING RAPPORT MANAGEMENT AND SYSTEMIC FUNCTIONAL LINGUISTICS

English is increasingly becoming the global language (Crystal 2003) and this phenomenon can be observed in the academic world. Many university students in various countries are choosing to write their Masters and PhD theses in English, not their first learned language. Thus, there is a need for one to adequately understand the culture of academic English writing in order to be an effective writer.

Academic writing has been widely researched by Ventola and Mauranen (1990, 1991, 1996) and there are many cultural differences between English and other languages. Mauranen has investigated in particular the cultural differences in academic writing between Finnish and English (Mauranen 1993).

Therefore, by observing the cultural differences in academic writing between Finnish and English the paper proposes two frameworks to assist in the academic writing process: rapport management (Spencer-Oatey 2008) and SFL systemic functional linguistics (SFL) (Halliday 1985; 1994, Halliday and Matthiessen 2004).

First, rapport management can be seen as a vital step before one applies SFL for the theory highlights the necessity of understanding cultural differences in communication. The three components of rapport management, face management, sociality rights & obligations and interactional goals, will then be applied to SFL.

Second, SFL can be seen as an effective linguistic tool in the writing process of writing academic English. All three metafunctions of SFL: the experiential, interpersonal, and textual, will be addressed in order to establish a clear understanding of effective writing. The experiential will address how one construes the world, the interpersonal address how an argument is established through the use of the mood system and finally the textual metafunction will be helpful to understand the cohesive structure of a text.

Key words: English as lingua franca, academic writing, rapport management, systemic functional linguistics

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PRIZADEVANJA VIKTORJA BEŽKA ZA SLOVENSKO STROKOVNO LITERATURO

V prispevku bo predstavljeno delovanje pomembnega pedagoga iz začetka 20. stoletja Viktorja Bežka (1860–1919), klasičnega filologa in slavista. Kot ravnatelj cesarsko-kraljevega učiteljišča v Kopru med letoma 1904 in 1909 ter od leta 1909 dalje v Gorici si je prizadeval, da bi učni predmet pedagogiko, ki so jo na večjezičnem učiteljišču poučevali samo v nemškem jeziku, poučevali v slovenskem jeziku. Njegova prizadevanja so izvirala iz spoznanja, da je pedagogika nacionalna veda in da so tudi dobri prevodi kakovostnih pedagoških in didaktičnih del premalo – tovrstna besedila bi morala biti domača. Zaradi tega spoznanja je napisal v slovenščini dva priročnika: *Občno vzgojeslovje z dušeslovnim uvodom* (1913) in *Občno ukoslovje z umoslovnim uvodom* (1917).

Ključne besede: Viktor Bežek, koprsko učiteljišče, pedagogika, didaktika, slovenščina.

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VIKTOR BEŽEK'S EFFORTS TO PRODUCE SLOVENE PEDAGOGICAL LITERATURE

The paper presents the activities of Viktor Bežek (1860-1919), Classical Philologist and Slavicist and important pedagogue from the beginning of the 20th century. As the principal of the Imperial-Royal Men's Teacher Training College in Koper between 1904 and 1909, and in Gorica from 1909 onwards, he strove to teach Pedagogy in Slovene, given that it had only been taught in German at the College in Koper. His efforts were based on his recognition that pedagogy was a discipline of national importance, and that translations of renowned pedagogical and didactic literature, albeit good ones, were not enough, but that such texts had to be created in Slovene, too. As a result, Bežek also authored two reference books in Slovene: *Občno vzgojeslovje z dušeslovnim uvodom* (1913) and *Občno ukoslovje z umoslovnim uvodom* (1917). On the basis of analyses of archival material and Bežek's papers, published after the publication of Fran Levce's *Slovenski pravopis* in 1899, as well as the abovementioned works, Bežek's activities at the College and his understanding of standard language are presented as two cornerstones of his professional efforts.

Keywords: Viktor Bežek, Imperial-Royal Men's Teacher Training College in Koper, pedagogy, didactics, standard language

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PRETIRANA UPORABA TUJIH BESED V JAPONŠČINI – JEZIK KOT ORODJE IZRAŽANJA POMENA: PRIMER AMAE

Angleščina se danes uporablja kot lingua franca ne le v Sloveniji, temveč tudi na Japonskem. Namen te interdisciplinarne predstavitve je: 1. prikazati trenutno stanje glede rabe tujih besed na Japonskem, analizirati s tem povezane težave in prikazati gibanje, ki si prizadeva omejiti pretirano rabo tujih besed; 2. prikazati primer pomenske analize pojma »amae« iz psihološke perspective v slovenskem in japonskem jeziku.

Pretirano rabo tujih besed v japonščini lahko na podlagi njenega sistema zapisovanja razdelimo na dve vrsti. Japonščina uporablja tri različne sisteme pisav: hiragano (za zapisovanje japonskih besed in obrazil), katakano (za besede, ki izvirajo iz evropskih jezikov) in kitajske pismenke (za besede kitajskega izvora in druge). Ena vrsta pretirane rabe se nanaša na številne besede, zapisane v katakani, ki izvirajo iz evropskih jezikov – največkrat iz angleščine, in jih najdemo predvsem v medijih in administraciji. Drugo vrsto pretirane rabe pa predstavljajo besede, zapisane s kitajskimi pismenkami, ki jih najdemo predvsem v humanistiki. MEXT (2000) in NINJAL (2006) sta sestavila poročilo o pretirani rabi besed, zapisanih v katakani, in ugotavljata, da lahko prednosti njihove rabe povzamemo kot: 1. možnost izražanja novih idej in 2. možnost ustvarjanja novih predstav. Po drugi strani so slabosti teh besed: 1. težje razumevanje in 2. izolacija ljudi

od tistih, ki te besede lažje razumejo. Po drugi strani besede, zapisane s kitajskimi pismenkami, zaradi narave njihovega tvorjenja pogosto ljudi zmedejo. Težave, povezane s pretirano rabo tujih besed, lahko zvedemo na en osnoven problem: nerazumljenost v »odnosu z Drugim«. (Zarate, Gohard-Radenkovic, Lussier, & Penz, 2004).

Pri izgradnji razumevanja sveta se učimo iz neposrednih izkušenj in iz izkušenj drugih, ki se odražajo v jeziku. Jezik je orodje za izražanje pomenov. Skupni imenovalec jezika je pomen kot mentalna reprezentacija – ideja, ki vključuje opis pomembnih lastnosti besede (Wierzbicka, 1992). Kot orodje za empirično ugotavljanje informacij, ki temeljijo na subjektivnih pomenih besed, povezanih z razvojem in izobraževanjem, smo uporabili semantično analizo asociacij skupine (AGA). Predstavljamo podobnosti in razlike v semantični nasičenosti posameznih kategorij v primeru koncepta »amae«.

Ključne besede: prevzete besede, komunikacija, razumevanje, »Drugi«, pomen, »amae«

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ON THE OVERUSE OF FOREIGN WORDS IN JAPANESE – LANGUAGE IN CROSS-CULTURAL RESEARCH: THE CASE OF AMAE

English is used a lingua franca not only in Slovenia but also in Japan. The purpose of this interdisciplinary presentation is: 1. to show the present situation concerning the use of foreign words in Japan, to analyze the problems related to this situation and to examine the movement aiming to prevent the overuse of foreign words; 2. to show an

example of semantic analyse of the concept »amae« from the psychological perspective in the Slovene and Japanese language.

The overuse of the foreign words in Japanese is, owing to its writing system, divided into two types. Japanese has three writing systems: hiragana (for Japanese words and suffixes), katakana (for words originating in European languages) and kanji (for words of Chinese origin and others). One type of overuse refers to the use of too many katakana words originating in European languages – mainly English, which are mostly found in the media and administration. The other type applies to the use of too many kanji words of Chinese origin, which is usually the case in the humanities. MEXT (2000) and NINJAL (2004) reported on the overuse of katakana words and found that the benefits can be summarized as: 1. the possibility to express new ideas, 2. the possibility to provide new images. On the other hand, the drawbacks of such words would be that: 1. they are difficult to comprehend 2. they isolate people from those who do understand them. Kanji words in the humanities, on the other hand, often make people confused due to the nature of their coinage. The problem of overuses of foreign words can be summed up into the one problem: to fail in »the relationship with the Other« (Zarate, Gohard-Radenkovic, Lussier, & Penz, 2004).

Our understanding of the world grows when we learn from our experiences as well as from the experiences of the Others, which are reflected also in the language. Language is a tool for expressing meaning. The common denominator of language is meaning as a mental representation – an idea that includes a description of important properties of a concept (Wierzbicka, 1992). As a tool to detect empirically based information on subjective meanings of the concepts related to development and education we used the AGA (Associative Group Analysis). We present the similarities and differences in semantic saturation of particular categories between the Slovene and Japanese students in the case of the concept »amae«.

Keywords: loanwords, communication, understanding, »the Other«, meaning, »amae«

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NEKATERE DILEME UČNEGA IN ZNANSTVENEGA JEZIKA SLOVENSKE GEOGRAFIJE

Eden od temeljnih pogojev, da za neko področje človekovega delovanja in pojmovanja lahko rečemo, da je znanstveno oziroma da je samostojna veda, je, da ima oblikovan tudi svoj znanstveni jezik. Ta se od jezikov drugih ved razlikuje toliko, kolikor ima veda izključno svojih lastnih pojmovnih opredelitev, ki se navezujejo na osrednji objekt njenega preučevanja. Bolj ko je določena veda povezana z drugimi, bolj je njihovim enak tudi njen znanstveni jezik. Za geografijo radi rečemo, da je most med naravoslovjem in družboslovjem in se pri uresničevanju svojega temeljnega poslanstva, to je raziskovanje zemeljske površinske sfere, tudi naslanja tako na ene kot na druge. Zato v svoj jezik prevzema tudi številne pojme iz enih in drugih in je zato njen znanstveni jezik neke vrste znanstveni esperanto. Po eni strani to lahko povzroča pojmovno zmedo in komunikacijske šume, ker v geografiji, zaradi njenega posebnega raziskovalnega pristopa, prevzeti pojmi lahko dobijo nekoliko drugačen pomen, po drugi pa je ta univerzalnost prednost takrat, ko geografija nastopa kot šolski predmet, vključno z njeno vlogo pri usposabljanju vzgojiteljev predšolskih otrok in učiteljev razrednega pouka.

V našem prispevku želimo predstaviti naše razmišljanje o vlogi znanstvenega in učnega jezika geografije, pri čemer bo v ospredju predvsem usvajanje pojmov, ki skozi učne predmete, v katerih je zastopana tudi geografija, vzpostavljajo temelje geografskega načina razmišljanja in dojemanja sveta. Posebej pa želimo izpostaviti nekatere

dileme terminološkega značaja, kot je npr. (ne)razlikovanje pojmov regija in pokrajina. Nekaj pozornosti namenjamo tudi prevzemanju tujih terminov v slovenščino in rabi domačih zemljepisnih imen za tuje toponime.

Ključne besede: geografija, geografski znanstveni jezik, geografski učni jezik, geografska terminologija

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SOME DILEMMAS OF TEACHING AND SCIENTIFIC LANGUAGE OF SLOVENE GEOGRAPHY

One of the fundamental conditions for a given field of human activity to be considered as a science is that it has created its own scientific language. This language differs from the scientific languages of other disciplines by as much as a particular science has developed its own conceptual definitions that relate to the central object of its study. The more the science is related to the others, the more its scientific language is similar to their languages. For geography we often say that it is a bridge between natural and social sciences. In pursuit of its core mission, understanding and explaining the processes that shape the Earth's surface and living conditions of mankind, it has to lean on several natural and social sciences. Therefore, in its language acquisition it incorporates a number of concepts from those sciences and hence its scientific language becomes a kind of »scientific Esperanto«. This can lead to conceptual confusion and communication noise, because in geography, due to its specific research approach, the concepts originating in other sciences can get a slightly different meaning. However, the advantage of the universality of geography and its language becomes obvious when it takes the role of a school subject, including its role in teacher training.

In this paper we present our thoughts on the role of geographical scientific and teaching language. We focus primarily on the acquisition of concepts and the process of establishing the foundations of geographical thinking and the perception of the world through teaching and learning processes within school subjects that incorporate geographical knowledge. We highlight some of the terminological dilemmas such as the difference between Slovene terms »regija« and »pokrajina« (region and region/landscape). We also give some attention to the acquisition of foreign terms into Slovenian language and to the use of domestic geographic names of foreign toponyms.

Keywords: geography, geographical scientific language, geographical teaching language, geographical terminology

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KAKO SE TEMU REČE?

Internetne povezave so omogočile študij literature na daljavo. Večina revij, na katere smo naročeni na univerzi, je dostopna v elektronski obliki, to pa pomeni, da je znanje angleščine nujno potrebno. Študenti naj s študijem angleške literature ne bi imeli težav, izkaže pa se, da strokovnih izrazov ne poznajo in da se študiju po tuji literaturi najraje izognejo. Še bolj zaskrbljujoče pa je, da učitelji (in seveda študenti pri seminarjih) uporabljajo slikovni material, ki ga najdejo na spletu, v originalni obliki, pomeni z angleškimi opombami in napisi. Največkrat ugotovimo, da slovenskih izrazov za te pojme ne poznajo, še več, težave so tudi pri razločevanju med pomeni besed v vsakdanjem življenju in strokovnem jeziku.

Učitelji, vzgojitelji, starši in študenti radi posegajo po lepo ilustriranih naravoslovnih knjigah za otroke, ki so prevedene iz drugih jezikov. Prevodi navadno niso strokovno pregledani, zato je v njih mnogo nepravilnosti. Navedli bomo nekaj primerov in opozorili na težave študentov pri ustnem in pisnem izražanju, ki je posledica njihovega skromnega besedišča.

Ključne besede: naravoslovje, učni jezik, literatura, svetovni splet, poučevanje

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WHAT DO WE CALL THIS?

Internet has made remote study of written sources possible. Most journals carried by the university are accessible in electronic form, which means that the knowledge of English is essential. Students should not have problems reading English sources, however, it turns out that they do not know scientific terminology and that they prefer avoiding the reading foreign sources. Even more worrisome is the fact that instructors (and of course students in seminars) use graphics from the Web in their original form, with English remarks and text. Most of the time they do not know Slovenian terminology. Furthermore, there are also difficulties distinguishing between the everyday meaning of words and their meaning sciences.

Teachers, educators, parents and students like to use nicely illustrated science books for children translated from other languages. Translations are usually not refereed, therefore they contain many errors. We will show some examples and bring attention to difficulties students have due to their lacking vocabulary when they try to express themselves orally or in writing.

Key words: natural sciences, language of instruction, written sources, World Wide Web, teaching.

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UPORABA TUJIH JEZIKOV MED HRVAŠKIMI ZNANSTVENIKI

Prispevek obravnava prevladujoče jezikovne prakse med znanstveniki na Hrvaškem s posebnim poudarkom na dveh dominantnih tujih jezikih, ki se poučujejo na Hrvaškem: angleščini in nemščini. Obravnavani problem se nanaša na vlogo angleščine kot lingve franke in vlogo nemščine kot drugega dominantnega tujega jezika v državi ter na potencialno predstavljanje koncepta evropske večjezičnosti v Republiki Hrvaški. Najprej se bomo osredotočili na debato o vlogi izbire jezika v znanosti, torej, ali je izbor dominantnega tujega jezika primeren pri iskanju znanstvenih izsledkov in resnic in ali bogatejša izbira jezikov tudi nudi bogatejšo paleto možnih izsledkov (prim. Ehlich 2005). Prav tako bomo obravnavali problem sprejemljivosti angleščine kot dominantnega jezika za poučevanje na evropskih univerzah (prim. Ammon, McConnell 2002) ter ali morajo današnje univerze, zlasti univerze držav članic Evropske unije, podpirati in/ali ohranjati svoj vedno večji večjezični habitus? Če je temu tako, na kakšen način (prim. Franceschini 2009)? Zadnja skupina vprašanj zadeva jezikovno prakso in mnenje hrvaških znanstvenikov o vlogi tujih jezikov pri njihovem delu, ki temelji na rezultatih vprašalnika o uporabi tujih jezikov in o možnem izboru tujih jezikov med raziskovalci in univerzitetnimi predavatelji na Hrvaškem. Ob koncu bo potekala razprava o možnih posledicah takšnih jezikovnih praks.

Ključne besede: angleščina kot lingua franca, evropska večjezičnost, uporaba tujih jezikov, jeziki v znanosti, večjezični habitus

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FOREIGN LANGUAGE USE AMONG CROATIAN SCIENTISTS

The paper will deal with the dominant linguistic practices among scientists in Croatia with a special emphasis on the role of two dominant foreign languages taught in Croatia: English and German. The questions tackled here will address the role of English as a lingua franca and the role of German as the second dominant foreign language in the country and a potential representative of the concept of European multilingualism in Croatia. Firstly we will address the debate on the role of language choice in science, i.e. whether the choice of one dominant foreign language is adequate in the search of scientific insights and truths or whether a richer choice of languages also offers a richer palette of possible insights (c.f. Ehlich 2005). We will also deal with the question of the acceptability of English as the dominant language of teaching at European universities (c.f. Ammon/McConnell 2002) and whether universities today, especially universities in the member countries of the European Union, need to develop and/or preserve their increasingly multilingual habitus, and if so, in what way (c.f. Franceschini 2009). The last set of questions deals with the linguistic practices and the opinions of Croatian scientists on the role of foreign languages in their work, based on the results of a questionnaire on foreign language use and foreign language choice among researchers and university teachers in Croatia. Lastly, we will discuss the possible consequences of such linguistic practices.

Key words: English as a lingua franca, European multilingualism, foreign language use, languages in science, multilingual habitus.

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KAKO PREVAJATI V SLOVENSKI JEZIK PEDAGOŠKI KONCEPT *CHILD-CENTERED APPROACH*?

V terminologiji in praksi predšolske pedagogike se je na Zahodu, predvsem v Združenih državah Amerike, v drugi polovici 20. stoletja pojavil koncept *child-centered approach*, ki smo ga v poznih letih 20. stoletja želeli uvesti tudi v prakso predšolske vzgoje v Sloveniji. Prvo spoznanje ob začetku uvajanja inicativ Korak za korakom v okviru Open Society Institute leta 1995 je bilo, da koncepta *child-centered approach* ni mogoče prevesti v slovenščino na način, ki bi nedvoumno predstavljal pomen, ki ga je koncept v izvorniku vseboval. Interpretacija prevedenega je vsebovala strah pred pedocentrizmom in s tem strah pred vsedopuščajčo vzgojo, kar je posledično vodilo v dvom glede možnosti zagotavljanja družbeno zaželenih učinkov in rezultatov vzgoje s t. i. *child-centered approachem*, kljub temu da cilji predšolske vzgoje (ker je bil to čas prenove šolstva), še niso bili dosledno artikulirani. V prispevku bomo poskušali pojasniti vzroke dilem in nelagodij ob uvajanju t. i. *child-centered approacha*, ki ga bomo utemeljevali s tezo Vygotskega (1986), da je sicer pomen besede konstanten, stalen, smisel pa beseda pridobi iz konteksta, v katerem se pojavi. Pri pojasnjevanju bomo izhajali iz zgodovinske podobe o otroku v slovenskem prostoru in posledičnih pričakovanjih v odnosu do otrok v procesu vzgoje in izobraževanja tudi na področju predšolske vzgoje.

Ključne besede: *child-centered approach*, na otroka osredinjen pristop, predšolska vzgoja, podoba o otroku, pedocentrizem

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HOW TO TRANSLATE IN SLOVENE THE PEDAGOGICAL CONCEPT *CHILD CENTERED-APPROACH?*

On the West and especially in the United States of America was on the field of pre-school Education in the middle of 20. century developed »child-centered approach«, which we started to implement also in Slovenian preschool education at the end of 20. century. First recognition at the beginning of implementation Step by Step initiatives with Open Society Institute at 1995 was, that the concept »child-centered approach« is impossible to translate in Slovene in a way to represent the meaning that the concept means in original texts. Inside of interpretation, based on translation, was fear of pedocentric and laissez faire education. It leads to the question if this kind of education could give the results that the society expect them, even that results and aims of the preschool education were not clearly defined and articulated yet, because it was the time of educational reform. We will try to throw light upon the reasons for dilemmas and uncomfotability that comes with implementation of »child-centered approach«. We will base on the thesis of Vygotsky (1986), that the meaning of the word is constant, but the sense comes from the context in which it appears. In argumentation we will come out from historical image of the child in Slovenian environment and expectations that derive from it in relation toward the children in the process of education; also on the field of preschool.

Ključne besede: child-centered approach, preschool education, image of the child, pedocentric

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SOMRAK JEZIKA – SOMRAK ČLOVEKA V ČASU TEHNOZNANOSTI

Ena od ključnih Gadamerjevih izjav je, da je navadni, običajni jezik sredina, v kateri se združujeta jaz in svet, ali bolje: v kateri se predstavljata v svoji izvorni sopripadnosti. Druga ključna izjava pa je, da znanosti dosežejo svojo komunikativno univerzalnost in tako svojo družbeno pomembnost šele takrat, ko »prevedejo« svoj znanstveni jezik v navadnega.

Gadamer je tako problematiziral znanstveni jezik, s tem pa tudi novoveško znanost. Hallidayeva analiza kaže, da posamostaljeni jezik novoveškega znanstvenega védenja – v nasprotju z navadnim jezikom, ki konstruira resničnost kot uravnoteženo napetost med predmeti in procesi – resničnost konstruira kot zgradbo negibnih predmetov. Problematičnost takega jezika, ki oblikuje brezosebno, objektivno in deterministično razumevanje sveta, še krepi dejstvo, da je tak jezik postal *orodje* večine znanstvenih disciplin, začel pa je prodirati tudi v pisni jezik nasploh.

Toda v poznem kapitalizmu je bistvo znanosti doživelo nadaljnjo spremembo. Že Heidegger se je zavedal, da je vse znanosti začela enotiti nova znanost – kibernetika. Kibernetika ni nikakršna temeljna znanost, ampak v strogem smislu le tehnična in je naravnana na to, da pripravi in postavi nadzor nad procesi, ki jih je moč tako rekoč brez izjeme krmiliti. Zdaj je mogoče vse človeško delovanje načrtovati in usmerjati. Vse je usmerjeno v goli uporabnostni učinek. Tehnoznanosti so začele avtoritarno izdelovati neko dobesedno novo življenje in nov svet (lep primer je na primer biogenetika), ki nimata več nobene zveze z našim življenjem in našim svetom. Njihov jezik je postal popolnoma tehnologiziran (Evans).

Eriksen je v svojem eseju s pomenljivim naslovom *Mcdonaldizacija ali raznovrstnost* naštel vse glavne nevarnosti avtoritarne ideologije tehnouznanosti, ki *ubija mišljenje* (naslov knjige Mary Evans) in vsako raznovrstnost. V znanstvenem pisanju – in ne samo v njem – ta ideologija med drugim tako rekoč predpisuje hegemonični angleški jezik, ki je popolnoma standardiziran, poenostavljen in očiščen vsake metaforike, na obrobje pa potiska druge jezike, čeprav je mogoče in treba nekatere ideje izraziti le v besednem bogastvu maternih jezikov, tudi ali predvsem zato, da lahko te družbe sploh živijo – kajti le navadni, običajni, materni jezik je sredina, v kateri se združujeta jaz in svet. Le v njem človek zares misli in živi.

Ključne besede: diskurzna analiza, znanstveni jezik, navadni jezik, kibernetika, noveška znanost, tehnouznanosti.

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THE TWILIGHT OF LANGUAGE – THE TWILIGHT OF HUMANS IN THE PERIOD OF TECHNO-SCIENCE

One of the key statements of H.-G. Gadamer is that the ordinary, everyday language is the environment in which the ego (i.e. the human being) and the world come together, or – in better terms – in which they occur in their original coexistence. Another key statement of Gadamer is that sciences attain their communicative universality, and thus their social importance, only when they »translate« their scientific language into an ordinary one.

It was in this way that Gadamer problematized the language of science, and at the same time also the new-age science itself. Halliday's analysis suggests that the nominalized language of the new-age scientific knowledge – in contrast to the ordinary

language, which constructs reality as a balanced tension between objects and processes – constructs reality as a structure of motionless objects. The problem of such a language, which leads to an impersonal, objective and deterministic understanding of the world, is made even more serious by the fact that such language has become a »tool« of the majority of scientific disciplines, and has begun to penetrate even into everyday, non-scientific written language.

In late capitalism, however, the essence of science has undergone a further change. It was already Heidegger who was aware that all sciences had started to merge into a single new one – cybernetics. Cybernetics is not a basic science, but – in a strict sense at least – only a technical one, and it is directed towards imposing supervision over processes, which can thus almost invariably fall under its control. It is thus now possible to plan and guide all human activities. Everything is focused on the sole utility effect. Techno-sciences have started to produce, in an authoritarian manner, a literally new life and a new world (a good example is biogenetics), which no longer have any connection with our life and our world. Their language has become completely technologized (Evans).

Eriksen, in his essay with a very telling title – McDonaldisation or diversity? – lists all the main dangers of the authoritarian ideology of techno-sciences, which kill thinking (according to the title of the book by Mary Evans) and variety. In scientific writing – and elsewhere – this ideology (among other things) prescribes a virtually hegemonic English language, fully standardized, simplified and purified of any figures of speech, pushing to a marginal position all other languages, although some ideas can only be expressed with the rich inventory of the mother tongues, so that all the different societies can live at all; for it is only in the ordinary, everyday native language that we find the environment in which the ego and the world can coexist. It is only in this environment that a human being really thinks and lives.

Keywords: discourse analysis, scientific language, general language, cybernetics, new-age science, techno-sciences

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GLASBENI JEZIK

Temeljna vsebinska značilnost glasbe je v izražanju in vzpodbujanju najrazličnejših emocij in čustvenih razpoloženj. V glasbeni znanstveni literaturi pa zasledimo le redke poskuse, ki bi raziskovali semantiko glasbe. Najbolj poglobljeno delo s tega področja, ki sem ga zasledil, je *The Language of Music* Derycka Cookea iz leta 1959 (Oxford University Press). S preučevanjem in primerjavo komunikacije skladatelja s poslušalcem je ugotovil, da so vsi skladatelji od korala do današnjega časa uporabili enake ali zelo podobne ritmične in melodične fraze ter harmonije za izražanje in spodbujanje enakih ali podobnih emocij. To dokazuje, da je glasba svojevrsten jezik, ne samo v nekem splošnem nedefiniranem smislu, temveč v smislu, da je mogoče identificirati idiome tega jezika in izpeljati niz njihovih pomenov.

Z glasbo ne moremo izražati abstraktnih pojmov in intelektualnih konceptov, ampak samo občutke in čustvena stanja. Pri tem pa je prednost glasbe pred jezikom v tem, da se njeni elementi – ritem, melodija, harmonija in sredstva glasbene interpretacije med seboj kombinirajo in modificirajo na nešteto različnih načinov, ki jih ne zmore govorjeni jezik.

Ekspresivno vsebinsko vlogo v glasbi ima tudi oblika. Ritmični, melodični in harmonski elementi se med seboj povezujejo na različne načine, da ustvarijo formalno edinstvo oziroma ekspresivni entitet, ki je sposoben izraziti jasno definirano sporočilo.

Praksa, da se muzikologi bolj kot temu, kaj je skladatelj z določeno skladbo povedal ali želel povedati, posvečajo razlagi, katera glasbena izrazna sredstva je skladatelj uporabil, se je prenesla tudi v didaktiko glasbe. To pomeni, da se pri glasbi bolj kot s konkretno vsebino glasbenega dela ukvarjamo z uporabljenimi glasbenimi izraznimi sredstvi. Razlaga vsebine glasbenega dela na tak način nam ne pove *kaj je skladatelj želel povedati*.

Skladatelji zavestno ali nezavedno uporabljajo glasbo kot jezik. Če že sedaj ni mogoče izdelati slovarja glasbenega jezika, ker je po svoji naravi neprimeren, bi lahko izdelali vsaj spisek glasbenih fraz in utrdili njihov pomen oziroma semantiko. Besedna konkretizacija pomena glasbenih fraz bi nedvomno prispevala h globljemu doživljanju in razumevanju vsebine glasbenega dela. V splošno izobraževalnih šolah pa bi se glasbeni strokovni jezik obogatil in postal učencem razumljivejši, glasba kot učni predmet pa bi jim postala privlačnejša.

Ključne besede: glasbena vsebina, elementi glasbenega izraza, sredstva glasbene interpretacije

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MUSIC LANGUAGE

The main characteristic of music context is to express and to trigger various kinds of emotions and emotional moods. In scientific music literature we can find only rare attempts to study the semantic of music. The most thorough work from that area, I managed to find, was *The Language of Music* Derycka Cookea from 1959 (Oxford University Press). By studying and comparing communication of composer with his listener he found out that all composers from chant to the present time have been using the same or very similar rhythmical and melodic phrases as well as harmonies to express and to trigger the same or similar emotions. This proves that music is a specific language, not only in a certain non-defined sense, but also in terms of possible identification of idioms of such language and derivation of a set of their meanings.

Abstract and intellectual concepts cannot be expressed by music, but only feelings and emotional conditions. And the advantage of music, compared to language, is that its elements – rhythm, melody, harmony and the means of musical interpretation may be among themselves combined and modified in the infinite ways which spoken language is not capable of.

Also the form has an expressive and contextual role in music. Rhythmic, melodic and harmonious elements are combined in different ways and create a formal unity and expressive entity which is capable of conveying a clearly defined message.

The usual practice that musicologists focus more on the explanation of what music expression tools the composer has used, rather than on what a composer told us or was trying to tell us, has now been transferred also to the didactics of music. This means that in music we much more deal with the used musical expression tools rather than with concrete contents of a musical masterpiece. Such explanations of the musical contents do not tell us what «the composer wanted to convey to us».

Composers consciously or sub-consciously use music as language. Unless it is not possible now to produce a musical language dictionary, since it is inadequate by its nature, we may at least produce a list of musical phrases and consolidate their meaning and semantics. Textual concretisation of musical phrases would most certainly contribute to deeper experiencing and understanding of the music work contents. In comprehensive education schools the professional music language could get enriched and could become more understandable for pupils, and music as education subject would thus become more attractive.

Key words: music contents, elements of music expression, means of music interpretation

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PREDLOGI RAZISKOVALNIH PROJEKTOV V SLOVENŠČINI IN ANGLEŠČINI: KONTRASTIVNA ANALIZA BESEDNIH NIZOV

Splošna raba angleškega jezika kot jezika mednarodnega sporazumevanja v znanosti tudi v Sloveniji narekuje veliko pisne produkcije v angleškem jeziku in hkrati tudi prevajanja znanstvenih besedil v angleščino. Če izhajamo iz trditve, da za uspešno komunikacijo ne zadošča zgolj poznavanje jezikovnih pravil nekega jezika, pač pa je potrebno tudi poznavanje konvencionalne rabe jezika v izbranem akademskem žanru, postane vloga raziskav, ki se posvečajo osvetlitvi teh razlik med različnimi jeziki, še toliko bolj poudarjena. V tem smislu lahko izsledki kontrastivnih raziskav znanstvenega diskurza predstavljajo osnovo tako za poučevanje znanstvenega oz. akademskega jezika kot tudi za kvalitetno prevajanje. Število takšnih raziskav, ki se osredotočajo na znanstveni diskurz v angleškem in slovenskem jeziku, je v Sloveniji še precej omejeno. Eden od žanrov jezika znanosti, ki je zaradi svoje osrednje vloge v akademskem in raziskovalnem okolju in tudi zaradi potrebe po prevajanju v angleščino nedvomno vreden podrobnejšega pregleda, je žanr predlogov raziskovalnih projektov. V prispevku bodo predstavljeni rezultati kontrastivne analize besedil tega žanra, osredotočene na rabo besednih nizov kot empirično (s korpusno metodo) pridobljenih pogostih večbesednih kombinacij, ki so se v splošnem razmahu korpusnih raziskav v zadnjem desetletju izkazali za zanimiv raziskovalni predmet različnih žanrskih, kontrastivnih in

pedagoško usmerjenih besedilnih analiz. Skozi primerjavo slovenskih, izvirnih angleških in v angleščino prevedenih predlogov raziskovalnih projektov bodo izpostavljene najočitnejše razlike v rabi ponavljajočih se besednih kombinacij med slovenskimi in angleškimi besedili ter način, na katerega se te razlike odražajo tudi na prevodih. Tako bodo nakazane možnosti uporabe tega pristopa za določitev problematičnih področij pri prevajanju ter poudarkov pri poučevanju tvorbe besedil tega žanra in besedil znanstvenega diskurza nasploh.

Ključne besede: predlogi raziskovalnih projektov, besedni nizi, kontrastivna analiza, analiza diskurza, znanstveni diskurz, korpusni pristop

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GRANT PROPOSALS IN SLOVENE AND ENGLISH: A CONTRASTIVE ANALYSIS OF LEXICAL BUNDLES

In Slovenia, as in other non-English-speaking countries, the use of English as the international language of communication in science and research has prompted the need for composing academic and scientific texts in English, as well as for translating existing work into English. Given the premise that effective communication does not only depend on the knowledge of linguistic structures of the target language, but requires an awareness of the conventional use of language in the chosen academic genre, the role of research devoted to highlighting such differences between languages becomes even more pronounced. In this sense, the results of contrastive studies on academic discourse can have important implications for teaching languages for academic purposes, as well as for quality translation. In Slovenia, the number of contrastive studies focusing on academic prose in English and Slovene is still fairly limited.

One of the academic genres, and one which is well worth exploring because of its central role in research and the need for its translation into English, is the genre of grant proposals. This paper presents the results of a contrastive analysis of grant proposals, focusing on the use of lexical bundles, i.e., empirically obtained recurring word combinations which have, in the past decade, attracted considerable research attention in genre analysis, contrastive studies and L2 writing. Through a comparison of original English and Slovene texts of this genre and their translations into English, this paper presents the most noticeable differences in the use of lexical bundles in Slovene and English and also the manner in which these differences are then reflected in translation. It indicates the possibilities of using this approach for determining the problem areas in translation and in teaching English for academic purposes.

Keywords: grant proposals, lexical bundles, contrastive analysis, discourse analysis, academic discourse, corpus analysis

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TUDI ZNANSTVENI MEDIJ JE SPOROČILO

V prispevku bomo izhajali iz ugotovitve, da znanje (in posledično znanost) domuje predvsem v jeziku oz. natančneje – v številnih oblikah komuniciranja. »Znanost ne bi obstajala,« zapiše S. Montgomery, »če znanstveniki ne bi bili pisci.« Brez te predpostavke si je težko predstavljati prenos idej in odkritij v ožjo in širšo znanstveno, strokovno ali laično skupnost, prehajanje teorij v prakso, kritično preverjanje znanstvenih dosežkov in tudi izobraževanje novih generacij, kar je danes ena izmed temeljnih nalog univerze.

Kljub temu da je prisotno zavedanje o vlogi jezika pri tvorbi in posredovanju znanja, številna vprašanja, povezana z njo, še vedno ostajajo odprta oz. se stikajo z znanstvenim raziskovanjem in delom na univerzi samo na nekem zunanjem robu, ki ga tvorijo za to specializirane discipline od jezikoslovja do študijev znanstvenega komuniciranja. In vendar so prav raziskovalci tisti, ki v okvirih svojih disciplin oblikujejo specifične oblike jezika, saj z izborom izrazov, terminologije, slogov in žanrov, ustreznih prevodov znanstvenih terminov itn. posredujejo pogled na svet, ki nikakor ni nevtralen.

Še veliko manj pozornosti kot velja vpetosti znanosti v jezik, pa najdemo pri razumevanju tehnologije in medijev, v katere je vpet sam jezik. Materialnost medija je tista, ki oblikuje mišljenje oz. kot zapiše Friedrich Kittler: »Mediji določajo našo situacijo.« Mediji so infrastrukturni temelj, na katerem se odvija naše izkustvo in razumevanje, v tem smislu pa so bistveno povezani tudi s tvorbo in posredovanjem znanja. Razvoj sodobnih medijev tako ne spreminja zgolj hitrosti posredovanja znanstvene vednosti, temveč vpliva tudi na zaznavanje in razumevanje pojavov ter posledično na načine, kako znanstveno vednost posredujemo naprej. Pri tem pa ni pomembna samo vsebina, temveč tudi (tehnološka) oblika, tj. materialnost medija.

Namen pričujočega prispevka je opozoriti na nepovratno vlogo, ki jo ima tehnološki vidik medijev pri uvajanju, razvoju in posredovanju znanja na univerzi. Nenazadnje nas ravno ta razvoj postavlja pred vprašanje, kako posredovati znanje tistim, ki so tiskano besedilo zamenjali za intermedijski zaslon?

Ključne besede: znanstveno komuniciranje, univerza, raziskovanje, Friedrich Kittel, Marshal McLuhan

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SCIENTIFIC MEDIA IS ALSO COMMUNICATION

In our article we shall refer to the assumption that knowledge (and consequently science) has its domicile primarily in language, or more precisely, in several forms of communication. »Science would not have existed«, states S. Montgomery, »unless scientists had been writers«. Without this assumption it is difficult to imagine the transfer of ideas and findings into narrow and wider scientific, professional and laic community, the transition of theory into practice, critical verification of scientific achievements and, last but not the least, also the education of new generations, which today is one of the prime tasks of universities.

Despite the fact that there is full awareness about the role of language in the composition and transfer of knowledge, several questions linked with it remain open and are intersected with the work at universities only at a certain external edge, which is composed by specialised disciplines from linguistics to the studies of scientific communication. And yet, it is the researchers who within the frame of their disciplines formulate specific language forms, since they, by the selection of expressions, terminology, styles and genres, and by adequate translations of scientific terms etc., convey their view on the world which cannot, in any way, be deemed neutral.

And we can find far less attention as it is the fact for the involvement of science in languages in the case of our understanding the technology and media, in which languages are involved. We may find the origins for such attitude already with Friedrich Nietzsche, who found out that his mind worked differently when he wrote by hand, as in case he was writing by a typing machine. The material aspect of media is the one which determines thinking and, as Friedrich Kittler states later on: »Media determine our situation«. Media is an infrastructural ground on which our experience and understanding is developed, and in this sense it is essentially connected with the composition and the transfer of knowledge. Thus, the development of modern media does not only change the speed of scientific knowledge transfer, but also influences the perception and understanding of phenomena and consequently also the ways in which we pass scientific knowledge further on. In doing so, not only the content but also the form is relevant, i.e., the material aspect of media.

Key words: scientific communication, university, research, Friedrich Kittel, Marshal McLuhan

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