

Sonia Bićanić

An Analysis of Croatian Classroom Discourse Especially the Acts of Accept and Evaluate

The classroom teaching situation has strong similarities in varied cultures and countries, similarities but not identity of either performance or purpose. The formal classroom lesson usually means the provision of information by one person, its reception by a group of people, the checking or whether the information is being or has been received and an evaluation of what the teacher considers is the rightness, wrongness or approximation of the reception on the level of fact or interpretation of fact. The explicitness to which these various stages are present depends upon the level (primary, secondary, tertiary) of the classes concerned. Since in many cases the point of the teaching is to convey both specific information and attitudes the way in which the teacher controls the learning situation and steers the class towards the kind of answers she or he considers right or relevant is of particular interest.

It will be obvious throughout this study how much is owed to the paper by John Sinclair and Malcolm Coulthard read at the B. A. A. L. seminar at Lancaster University in 1973, "The Communicative Teaching of English" and to the book in which they incorporated that paper and expanded their method *Towards an Analysis of Discourse* (1975).¹ We wished to see to what extent their analysis of classroom discourse was adequate for a different language and another cultural situation and, since our interest particularly centered on teacher control, we were particularly concerned with those discourse acts which they call *clue, accept and evaluate* and to which we have tentatively

¹ This book and the model contained in it will often be quoted and will henceforth be referred to as S—C.

suggested the addition of two more **supplement and correct**. In considering **accept, evaluate and nominate** we found ourselves becoming increasingly concerned with phonetics.²

Five separate samples of classroom discourse were recorded. Two were history classes, one Croatian language, one geography, and one free discussion on the use of leisure time. Four lessons were taken by young (under 35) teachers and one by a pre-war teacher. Two were recorded in Zagreb, three in smaller places. This is noted because subject, age of teacher and location all play their part in discourse. All were recorded in normal elementary school classes of approximately 30 children aged 11—14.³ Although teachers and children knew they were being recorded when the lesson took place they did not know this until the very start of the period. Thus the lessons were the normal ones planned for that day with no thought of an outside observer.

Applicability of S—C model to Croatian classroom

To what extent the S—C model fits the Croatian classroom situation can be seen from the analysis of the first 10.75 minutes of one of the history lessons given at the end of this article in Croatian with English translation. The lesson lasted for a full 45 minutes and was obviously structured according to a well thought out teaching plan as follows:

- 10. minutes of **elicitation, response, evaluation** recording what had previously been learned concerning Croatian medieval history;
- 5 mins. **informative monologue** by teacher with pupil contact markers;

² We have throughout this article used the terminology devised by S—C namely 22 discourse acts of which the following occur in the analysis at the end of this paper:

m — marker, **s** — starter, **el** — elicitation, **d** — directive, **i** — informative, **p** — prompt, **clu** — clue, **cu** — cue, **b** — b'd, **n** — nomination, **rep** — reply, **acc** — accept, **e** — evaluate, **Λ** — silent stress, **ms** — metastatement, **con** — conclusion. They combine to form 5 moves: **framing, focusing, opening, answering, follow-up**. There are two classes of exchange: **boundary and teaching**, the second of which has 11 sub-categories depending on the opening act. Cf. J. McH Sinclair R. M. Coulthard, *Towards an Analysis of Discourse*, 1975, pp. 14—60.

³ This was rather different from the S—C research since their groups were far smaller, about eight, the children were rather younger, 10—11, and the subject matter seems to have been simpler.

- 3 mins. mixed **elicit, reply, evaluation** and short stretches of **information** concerning a famous and important peasant revolt;
- 3. mins. **elicit, reply, evaluation** concerned with general reasons for unrest during feudal times;
- 18 mins. largely informative monologue by teacher, including 2.5 mins, silent reading followed by **elicitation, response, evaluation** of what had been read;
- final summing up by teacher and setting of homework.

The analysis given at the end of this article is of the first 10.75 minutes only since this was the longest stretch during which both pupils and teacher were contributing to the discourse.⁴

The S—C model of classroom discourse proved eminently applicable to the Croatian classroom. We were able to find all their discourse acts (though not all appear below). Like them we found that transactions could be delimited by markers and starters, and the we could use the division into *m o v e s* with **frame, focus, initiation, answer** and **follow-up**.

Within this overall similarity, however, we found a number of differences of detail, some stemming from language some from teaching situation. Of the former the most noticeable was the greater frequency of **cue**. **Cue** is much more frequent in Croatian classroom discourse than in English because of the normal form of the interrogative. We have two examples in the 10.75 minutes analysed below, both occurring within **elicit** exchanges:

koje mi veliko povijesno razdoblje	s
ljudske prošlosti proučavamo	
koje razdoblje	e
što misli ^	cu
Ilonka	n
<i>what great historical period of the</i>	s
<i>human past are we studying</i>	
<i>what thinks ^</i>	cu
Ilonka	n

A little later on we have

što bi mogli reći ^	cu
Čedo	n

This form of elicitation "what thinks" "what could say" when the nomination (the child's name) is left to the end is a very

⁴ This was the second of two lessons recorded by the same teacher. In the first lesson the presence of an observer with tape recorder seemed to make the teacher slightly strained and led him to expert stronger disciplinary measures on the children. Before the second class there had been time for an informal chat thus it was more relaxed. This

suitable way of "evoking an (appropriate) bid" in the Croatian classroom, so that the function of cue might be expanded from "evoking an (appropriate) bid" to that of mentally activating the whole class before actual nomination.⁵ It is similar to "hands up" one of the examples given by S—C but hands up contains a self selective device. It most similar to the formula used in English classrooms "What do you think" followed by a pause and then a child's name.

In our sample we have several examples of pupil and teacher creating the discourse together and this might be even more frequently the case with older pupils who feel more secure about or interested in their contributions. It is similar to what happens in free conversation when people "interrupt" each other — which in fact means that they are both impelled to contribute to the discourse. This does not come in the S—C analysis given at the end of their book though it may be on other tapes. To cope with it we have introduced the dotted line, which denotes one person (some times teacher sometimes pupil) breaking into the contribution of another. These may be regarded as parallel utterances. We have found this parallelism in two positions, within opening and answering moves and within answering and follow-up moves (see exchanges 11, 16, 23, 25, 26, 30, 32, 34, 38, 39 in the analysis at the end of the article).

A particularly interesting case of parallelism is the following given here in English translation and comes in exchange 23 below:

Exchange Type	Opening	Act	Answering	Act	Follow-up	Act
23 Re - Initiate	and what do		er that part	rep		
	we call		(muffled	rea		
	that part	e	noise)			
	ssh	dir	NV	rep		
			the remains of		aha	a
			the remains of		of the once	
			what was once		powerful	
			Croatia		kingdom of	
				rep	Croatia	e

demonstrated well how teacher apprehension and the presence of an outside observer also play a part in classroom discourse.

⁵ It is worth noticing that this interrogative form is not always used in the function of cue. Sometimes we have the nomination fol-

The name given to the truncated medieval Croatian state "the remains of the remains" is strongly present in Croatian cultural awareness. When the elicitation is made "What do we call that part" (i. e. the part of the reduced feudal Croatian state) a section of the class reacts with what we have called muffled noise. This muffled noise is not the random noise of a bored or badly disciplined class. It is a noise evincing heightened interest and is thus a definite contribution to the discourse. It shows a need to participate and comes as an accompaniment to the answer given by the child nominated. It is sufficient (or expected to become sufficient) for the teacher to intervene with "ssh". These two sets of sounds are a contribution to the discourse at the emotive level. Parallelism here is already on the borderline of guidance.

Guidance and Evaluation

In our discourse samples a much greater role is played by **clue** than in the S—C texts D and H. Since the definition of **clue** is "to provide additional information which helps the pupil to answer the elicitation or comply with the directive" it is clearly a way of guiding answers. In the two full lessons analysed at the end of S—C **clue** comes in text D nine times and in text H only twice. In contrast to this **clue** comes 7 times in the first ten minutes alone of the Croatian classroom discourse analysed below. Naturally from such minute samples no conclusions can be drawn. The use of **clue** may be teacher specific or it may in fact be commoner in English classroom discourse than the two S—C examples suggest. But it also may be true that there are certain teaching aims that *a priori* require the guidance of pupils towards the "right" answers and it may also be that certain subjects are more open to this kind of guidance than others. In such cases the use of the discourse act **clue**, which plays a significant part on the borderline between provision of facts and interpretation of facts has an important role in steering the class.

In the opening move the teacher frequently elicits an answer, and (often) nominates the child to provide the answer. The child answers (answering move) and the teacher then accepts or evaluates, or both, the answer (follow-up move). In Croatian as in English the teacher's follow

lowing immediately as in "What can say Matulić Ivan". It only acts as **cue** when followed by a pause.

up move is often a repetition of the pupil's answer with intonation denoting **accept** or **evaluate**. But this is not always the case as the following example shows from exchange 25 below:

Answering	Act	Follow-up	Act
oni su se obratili njima za pomoć i 1501 dali su im \wedge 1527 dali su im er	rep	bili su izabrani za kraljeve Hrvatske i Ugarske	sup
<i>they turned to them for help and in 1501 they gave them \wedge in 1527 they gave them er</i>	rep	<i>they were elected kings of Croatia and Hungary</i>	sup

When pupil a gives a muddled or incomplete reply the teacher may supplement with the proper answer. He is providing what he thinks should have been in the pupil's head but he does not wish to follow up the point by more elicitation and so supplies the full answer himself. We have suggested the term **sup** — **supplement** for this act. There is another example in exchange 6.

Sometimes the teacher neither draws out the right answer nor supplements with the answer that he thinks may have been in the pupil's head but provides the correct answer himself. This we have suggested calling **cor** — **correct**, and some teachers seem to use it fairly often. An example is seen in exchange 30 below.

The most important discourse acts for signalling approximation, acceptance or rejection are **accept** and **evaluate**. Sometimes it is difficult to distinguish between the two, but the act **accept** is more open ended, it provides encouragement showing that answer is on the right lines — or at least not on the wrong ones. **Evaluation** is a definite judgement of what the teacher considers the rightness or wrongness of the reply.

Accept in our sample is realized by a closed class of items: tako je (*that's right*), hm, aha, da (*yes*), dobro je (*alright*) mainly with a level or very slightly falling tone, or by repetition of the last part of the pupil's reply with a rising tone in which case it indicates incompleteness — "you are on the right lines ..." — (e.g. utterance 37). In the Croatian classroom pupil's answers tend to be long (sometimes very long) and frequently contain a recital of facts that have been lear-

ned and are repeated in a rote-like intonation. **Accept**, especially hm, aha, da, dobro, are often an accompaniment to these answers. There are many examples of this below. The teacher seems to be commenting partly to himself "yes, you're getting it right" and it is a form of reattaching contact between pupil and teacher.

When we turn to **evaluate** we find that the intonation patterns by which this is achieved are strikingly similar to those of the English classroom. Positive evaluation (especially in the sample below) is very often achieved by repetition of the last part of the child's answer with a marked falling tone if the evaluation is positive and a marked change in pitch (utterances 15 and 36) if the evaluation is negative. It is also indicated by such items as *točno je* (*exactly*), and *tako je* (*that's right*) with falling intonation.

In general this analysis has not done sufficient justice to the phonetic subtleties of classroom discourse,⁶ but not enough has been collected to present anything thorough on this important aspect. The phonetic variations of the acts **elicit**, **nominate** and **accept** would in particular seem to demand more attention. For example the intonation pattern used to nominate the attentive pupil, who seems to be constantly enmeshed in communicative contact with the teacher may (especially towards the end of a lesson by which time this enmeshing has been established) be quite different from the pattern used to nominate a child who must be forced to attention, whose thoughts have strayed and who is mentally at least half outside the classroom discourse situation. In the lesson which is analysed below the role of Čedo makes him sometimes seem to be used as an adjunct to the teacher's own exposition. In utterances 36 and 37, for example, the intonation patterns nominating Vesna and Čedo are quite different. Certain presuppositions of the kind of reply that can be expected seem/sometimes to be built into **nomination** through intonation.

Classroom noises have also not been treated fully enough. Their importance in cases of emotive interest has been noted and also their role as contact markers and providing encouragement in **accept**. But they sometimes have other roles too. For example in utterance 36 the pupil's *er* is expressive not only of uncertainty but of a general fear of silence. The exchange must go on, he knows that he is supposed to be contributing and that he must be saying something, yet he

* For observations on the phonetics of classroom discourse. I am much indebted to my colleague I. Silić of the Slavistics department.

is not quite sure what he is supposed to be saying. This is often the case with the teacher also when he is not sure what is in the pupil's mind. He would **correct** or **supplement** or even encourage the reply but he is not sure which to do. Yet he cannot let a silence occur which would create a breakdown in communication and possibly the beginning of small, uncontrolled forms of communication between individual pupils or groups of pupils which might mean a breach of discipline.

From this small sample and from the others recorded in Croatia it would seem that the discourse situation of the classroom shares important features of speaking that cross language boundaries, and that not only the structure of the discourse but perhaps also discourse intonation have more similarities than they do differences. Such differences as there are (insofar as they are not teacher specific) would seem to stem more from teaching practice and pedagogic aim than from differences in the structuring of discourse itself. — Such areas of difference however, are of particular interest to those concerned with applied linguistics or with contrastive studies, and do in fact affect the discourse itself.

Analysed text

1. We have used as our model here the analyses of complete lessons given by S—C (pp 63—110).
2. Our method of division into moves and exchanges also follows S—C. Moves are: Frame and Focus (which would ideally have separate columns), Opening, Answering and Follow-up which are given in the three vertical columns.
A full line marks the end of an exchange. A dashed line marks a bound-exchange (Re-Initiate) and two full lines mark the end of a transaction. An innovation here is the dotted line which we have used to mark parallel moves. Exchanges have been numbered serially to make reference easier.
3. In some places there are long utterances of **teacher inform** or of **pupil reply**. To save space these not been quoted in full and are marked ***
4. The English translation is given in italics. To draw attention to the discourse structure of the original it has often been necessary to give a word for translation rather than a stylistically good one. We have striven to give an approximation of Croatian discourse not a translation into discourse in English.

Exchange	Opening	Act	Answering	Act	Follow-up	Act
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1 Bound- no u
 ary svemu FRAME m
 sjetimo se
 prošle
 godine FOCUS ms
*now in ge-
 neral* FRAME m
*let's
 remember last
 year* FOCUS ms

2 Elicit	koje mi sada s veliko povije- sno razdoblje ljudske proš- losti prouča- vamo koje razdoblje ^ što misli ^ Ilonka n <i>what great s</i> <i>historical pe- riod of man- kind's past</i> <i>are we now studying</i> <i>what period ^ el</i> <i>what thinks ^ cue</i> Ilonka n	s	mi proučava- rep mo srednji vijek <i>we're study- rep</i> <i>ing the Middle</i> <i>Ages</i>	tako je acc mi prouča- e vamo sred- nji vijek <i>that's right acc</i> <i>we're stu- e</i> <i>dying the</i> <i>Middle</i> <i>Ages</i>
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3 Elicit	aa ^ kakvo društvo s kakvo dru- štveno uređe- nje u kakvim	s	to je feudali- rep stičko društvo	feudalno e društvo
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su društvenim
odnosima ljudi
u tom razdo-
blju

u čijim su el
rukama već
sredstva za
rad zemlja

radionice pa-
muka novac
ili već što ima
dakle koje je
to društvo

Ines n

aa ^

what kind of s *feudalistic*
society what *society* rep *feudal society e*
kind of social
organization
in what kind
of social re-
lationships
are people in
that period

In whose el
hands are the
means of pro-
duction the
land cotton
work-shops
money etc.

so what kind el
of society is it

Ines n

4 Elicit er da li su u el u tom feudal- rep
tom društvu nom društvu
svi ljudi nisu svi ljudi
ravnopravni ravnopravni }

Exchange	Opening	Act	Answering	Act	Follow-up	Act
	ili ^ što bi mogli reći ^ Čedo <i>er in that society are all people equal</i> or ^ what could say ^ Čedo	cl cu n el cl cu n	<i>in that, feudal society all people aren't equal</i>	rep		
5 Re- initiate	nego nego se <i>but but</i>	el el	tu se neki ističu <i>some stand out</i>	rep rep		
6 Re-I	dijele se <i>they're divided</i>	el el	dijeli se na feudalce i na kmetove <i>they're divi- ded into feudal lords and serfs</i>	rep rep	na dvije osnovne skupine <i>into two basic groups</i>	sup sup
7 Re-I	ili or	el el	ili klase <i>or classes</i>	rep rep	klase <i>classes</i>	e e
8 Re-I	a to su <i>and those are</i>	el el	feudalci i kmetovi <i>feudal lords and serfs</i>	rep rep	kmetovi <i>serfs</i>	e e
9 Re-I	onda to j kakvo je to društvo <i>then tha what kind of society is that</i>	el el	feudalno <i>feudal</i>	rep rep		
10 Re-I	i kako još <i>and what else</i>	el el	∅			
11 Re-I	ako se ljudi dijele na dvije osnovne sku- pine ili klase	cl	klasno (tiho) klasno društvo	rep		

Exchange	Opening	Act	Answering	Act	Follow-up	Act
	onda je to onda je to	el	klasno društvo	rep	onda je to klasno društvo onda je to klasno društvo	e
	<i>if people are divided into two basic groups or classes</i>	clue	class (quietly) class society	rep	<i>then that's a class society</i>	
	<i>then that's a</i>	el			<i>then that's a class society</i>	e
12 Elicit	pa kakav je odnos položaj feudalaca položaj kmetova u kakvom su međusobnom odnosu što bi nam rekao Matulić Ivan	s el n	odnos kmetova oni rade na zemlji i daju er ovaj er kralju porez crkvi desetinu i feudalcu jednu devetinu	rep		
	<i>and what's the position of the feudal lords and the serfs</i>	s	<i>the relation the serfs they work on the land and give er the king er</i>	rep		
	<i>what are their mutual relations</i>	el	<i>taxes to the church tithes and to the feudal lord</i>			
	<i>what can say Matulić Ivan</i>	n	<i>a ninth</i>			
13 Re-initiate	a čija je zemlja	el	feudalčeva je zemlja	rep	aaa zemlja je feudalčeva znači kmetovi nemaju svoje zemlje svoje zemlja	e com P-com
	<i>and whose is the land</i>	el	the feudal lord's	rep	aaa the land is the lord's <i>that means the serfs don't have</i>	e com

Exchange	Opening	Act	Answering	Act	Follow-up	Act
					<i>their land</i> <i>their land</i>	P-com
14 Direct	otvorimo knjige na str. 120 <i>let's open our</i> books on p. 120	d	NV	rea		
		d	NV	rea		
15 Inform	slika jedan prikazuje nam obaveze razne razna davanja seljaka kme- tova prema kome i što je sve kome da- vao i dijelio gdje ćemo vi- djjeti da ovdje ima više tih što znači da su se te oba- veze ta dava- nja tokom vremena po- većavala množili Božena Đurek <i>picture one</i> <i>shows us the</i> <i>various dues</i> <i>and services</i> <i>of the peasant</i> <i>serf what and</i> <i>to whom he</i> <i>had to give</i> <i>and divide it</i> <i>shows us what</i> <i>a lot of those</i> <i>there were</i> <i>which means</i> <i>that these</i> <i>services and</i> <i>dues got more</i> <i>as time went</i> <i>on</i> Božena Đurek	i n n i n	on on je on je morao	rep	on (~)	e
			<i>he had he had</i> to	rep	he	e
16 Elicit	ko je taj	el	kmetovi kmet on je morao	rep	hm	a

Exchange	Opening	Act	Answering	Act	Follow-up	Act
	<i>who</i>	el	prodavati er davati darove za njega raditi dati er dati razne proizvo- de i novčane daće <i>the serfs the serf</i>	rep	hm	a
			<i>he had to sell er to give gifts to work for him give er give vari- ous products and money dues</i>	rep		
17 Re-I	evo ovdje nam piše pa pročitaj	cl dir	on je morao dati jednu de- setinu crkvi kralju i on je morao dati kraljevski po- rez i zemaljski porez	rep	hm	a
	<i>here it's writ- so read ten</i>	cl dir	i morao je raditi javne radove <i>he had to give a tenth to church the king and he had to pay a royal tax and a land tax</i>	rep	hm	a
			<i>and he had to do public works</i>			
18 Re-I	što su to javni radovi	el	on je morao utvrđivati utvrde	rep	utvrde puteve jasno	e
	što misliš <i>what are public works</i>	p el	<i>he had to fortify forti- fications</i>	rep	<i>fortifica- tions roads</i>	
	<i>what do you think</i>	p			<i>of course</i>	

Exchange	Opening	Act	Answering	Act	Follow-up	Act
19 Bound-ary	<p>dakle FRAME m jedan opći s dojam jedan zaklju- čak utisak el što bi mogli zaključiti sa ovog ovdje Čedo n</p> <p><i>and so</i> FRAME m <i>a general idea</i> el <i>a conclusion</i> <i>impression</i></p> <p>Čedo n</p>	<p>s ovog bi mogli zaklju- čiti da er je seljak malo imao zemlje i radio je malo mnogo je ra- dio a sve je morao davati feudalcu i crkvi</p> <p><i>from this we</i> <i>can conclude</i> <i>that er the</i> <i>peasant had</i> <i>very little</i> <i>land and</i> <i>worked a</i> <i>little a lot and</i> <i>had to give</i> <i>everything to</i> <i>the feudal</i> <i>lord and</i> <i>church</i></p>	<p>rep</p> <p>rep</p>	<p>dakle imao sup je mnogo tih obaveza i prema svom go- spodaru i prema crk- vi i u Hr- vatskoj i prema ze- maljskoj vladi i pre- ma saboru</p> <p>znači mno- com go tih oba- v. za</p> <p><i>so he had a sup</i> <i>lot of oblig-</i> <i>ations to his</i> <i>lord and to</i> <i>the church</i> <i>and in Cro-</i> <i>atia to</i> <i>Parliament</i> <i>that meant com</i> <i>a lot of</i> <i>obligations</i></p>		
20 Bound-ary	<p>no FRAME m sjetimo ms se FOCUS situacija kako je stanje u Hrvatskoj bilo koncem šest- naestog stoljeća</p> <p><i>now</i> FRAME m <i>let's</i> FOCUS <i>remember</i> <i>what the situ-</i> <i>ation the po-</i> <i>sition was in</i> <i>Croatia at the</i> <i>end of the</i> <i>sixteenth</i> <i>century</i></p>					
21 Elicit	<p>vratimo se s ponovno i po- gledajmo kar- tu na strani</p>	<p>ova nam kar- ta prikazuje kako su Turci osvajali i pro-</p>	<p>rep</p>	<p>točno je e</p>		

Exchange	Opening	Act	Answering	Act	Follow-up	Act
	115-oj što nama kar- ta prikazuje Vesna	el n	dirali sve pu- teve u Hrvat- skoj			
	<i>let's turn again and look at the map on pg. 115</i>	s	<i>the map shows us how the Turks conquered and invaded all routes in Croatia</i>	rep	<i>that's right</i>	e
	<i>what does the map show us</i> Vesna	el n				
22 Re- Initiate	i	el	i tu i onda prikazuje koje koji je dio ostao er još od one cijele Hrvatske	rep	aha	acc
	and	el	<i>and it shows us what what was left er of Croatia</i>	rep	aha	acc
23 Re- Initiate	i kako taj dio nazivamo	el	er taj dio (prigušeni žamor)	rep		
	shhh	dir	NV	rea		
			ostaci ostata- ka nekadašnje Hrvatske	rep	aha	a
					nekada moćnog hrvatskog kraljevstva	e
	<i>and what do we call that part</i>	el	<i>er that part (muffled noise)</i>	rep		
	shhh	dir	NV	rea		
			<i>the remains of the remains of what was once Croatia</i>	rep	aha	a
					<i>of the once e powerful kingdom of Croatia</i>	e
24 Initiate	no ^ da li je to tako malo po- dručje bilo je	m el	nije	rep		

Exchange	Opening	Act	Answering	Act	Follow-up	Act
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svo ovoj čitavo pod upravom bana i hrvatskog sabora
now \wedge *was that small region all of it the whole of it administered by the Ban and the Croatian parliament*

m
 el no rep

25 Re-I

nego

el

pod Habsburške kad su Turci napadali Hrvatska sama nije mogla da se obrani***
 potražila pomoć***
 Habsburgovci

rep da

a

oni su obratili njima za pomoć i 1501 godine dali su im \wedge 1527 godine dali su im er

rep

bili su izabrani za kraljeve Hrvatske i Ugarske

sup

no dobro je sada ne idemo tako lugo i široko

a e com

but

el

*under the Habsburg er um er when the Turks attacked Croatia couldn't defend herself alone*** they sought help from the Habsburgs****

rep

yes

a

they turned to them for help

they were elected

Exchange	Opening	Act	Answering	Act	Follow up	Act
			<i>and 1501 they gave them ^ 1527 they gave them er</i>		<i>Kings of Croatia and Hungary now</i>	a
					<i>alright</i>	e
					<i>but now we won't go into such detail</i>	com
26 Elicit	pitam da li je čitavo ovo po- dručje ovdje bilo pod upravom bana i hrvatskog sabora	el	nije	rep		
	<i>I'm asking was this whole area here under the Ban and the Croatian</i>	el	<i>it wasn't</i>	rep		
 <i>Parliament</i>	el				
27 Re-I	nego što je sa jed- nim dijelom ovog područja but <i>what was the position of one part of this region</i>	el	jedan dio hrvatskoga*** za obrane od Turaka na- zvali su Vojna Krajina <i>one part of Croatia***</i> <i>for defence against the Turks and it was called the Military Frontier</i>	rep	aha	a
		el		rep	aha	a
28 Re- Initiate	a kuda se pružalo to područje <i>and where was that region</i>	el	to područje se pružalo uz granice Turske <i>that region stretched along the Turkish frontier</i>	rep	na granici prema Turskoj <i>along the frontier towards Turkey</i>	sup Sup
29 Elicit	eh sada pro- mislimo dobro	m	Ungarci — njihovim	rep	točno je	e

Exchange	Opening	Act	Answering	Act	Follow-up	Act
	na što je Hrvatska svedena na koje područje i još je umanjena s tom Vojnom Krajinom	cl	ja mislim	P-cor		
	tko je u Vojnoj Krajinu upravljao	el				
	<i>eh now let's think well</i>	m	<i>the Hungarians — their</i>	rep	<i>that's right</i>	e
	<i>what was Croatia reduced to and even that made less by the Military Frontier</i>	cl	<i>I think</i>	P-com		
	<i>who administered the Military Frontier</i>	el				
30 Elicit	da li su što je bilo sa hrvatskim feudalcima sa njihovim posjedima	el	posj feudalce (nejasno) oni su ostali bez posjeda	rep	sad nemoj govoriti da su ostali bez posjeda	e
	sjećamo li se nešto smo govorili o tome	p			nego da su im posjedi smanjeni	cor
	Ilonka	n				
	<i>were what happened to the Croatian feudal lords and their estates</i>	el	<i>the feudal estates (unclear) they were left without their estates</i>	rep	<i>now don't say that were left without estates</i>	e
	<i>do we remember something that we said about that</i>	p			<i>but that they had their estates reduced</i>	cor
	Ilonka	n			<i>reduced</i>	P-cor
31 Inform	najprije sjetimo se čitav velik dio Slavonije je zauzet zatim	m				

Exchange	Opening	Act	Answering	Act	Follow-up	Act
	<p>ovdje posjedi ^ i ^ tu su bili posjedi hrvatskih feudalaca <i>first let's remember a whole big part of Slavo- nia was taken then estates here ^ and ^ the Croatian feudal estates were here</i></p>	m				
32 Elicit	<p>zašto su ti po- el sjedi otpali na područja cl Vojne Krajine također oni nemaju <i>what happen- el ed to those estates there aren't any in the Military Frontier re- cl gion either</i></p>	el cl el cl	<p>sada posjedi rep su tu to su graničari rep koji su došli <i>now those rep estates here</i> <i>the frontiers- rep men came</i></p>	rep	aha točno je aha right	a e a e
33 Elicit	<p>i smanjivanje cl njihovih posjeda kako se to el održavana na njihovu moć na njihovo bogatstvo <i>and this re- cl duction of their estates how was it el reflected on their power and their wealth</i></p>	cl el cl el	<p>oni oni su rep (nejasno) bez toga po- sjeda (nejas) <i>they they were rep (unclear) without that estate (unclear)</i></p>	rep	aha aha	a a
34 Elicit	<p>eh pa sad m da li će oni el naći sada neko drugo rješenje</p>	m el	ja	rep		

Exchange	Opening	Act	Answering	Act	Follow-up	Act
	kako će oni nastojati da li će oni nastojati nadoknaditi	cl	d		rep	
	prihode za tih izgubljenih posjeda	cl	(nejasno)		rep	
	<i>eh and now</i>	m	I		rep	
	<i>will they find some other solution</i>	el				
	<i>how will they go about</i>	cl				
	<i>will they go about making good</i>					
	<i>the income from those lost estates</i>	cl	(unclear)		rep	
35 Elicit	što misliš kako	el	oni će tražiti od (nejasno) da se ti posjedi vrate	er oni rep		
	<i>what do you think how</i>	el	<i>they'll try they'll from (unclear) to return the estates</i>		rep	
36 Elicit	aa šta misli Vesna	n	oni će sada ubrati daće od seljaka i kmeta i i od države er	rep	ubrali su to e i ranije ↗	
	aa <i>what thinks Vesna</i>	n	<i>now they'll collect dues from peasants and serfs and and from the state er</i>	rep	<i>they collect- ed those before too ↗</i>	
37 Elicit	ali što će sada napraviti što misli Čedo	el n	er er ovaj ovo stanovništvo	rep	dobro je	a

Exchange	Opening	Act	Answering	Act	Follow-up	Act
			prema Turskoj to se bilo izselilo***			
			feudalci kako su ostali bez svojih posjeda i bez kmetova oni će nasto- jati pridobiti ove (nejasno)			
	<i>but what will they do now</i>	el	<i>er er the the population bordering</i>	rep	alright	a
	<i>what thinks Čedo</i>	n	<i>Turkey had been evacu- ated*** the feudal lords left without estat- es and serfs will try to win over (unclear)</i>			

38 Inform ali su se Habs- i
burgovci odu- i
prli tome i iz- i
dali su i zakon
vlaški zakon i
Vlaški zakon P.i
Vlaški zakon i
koji je štitio
interese
krajišnika
*but the Habs- i
burgs opposed
that and pas-
sed a law*
*the Vlah Law i
the Vlah Law P.i
the Vlah Law i
that protected
the interests
of the front-
iersmen*

39 Inform jer i P.i
.
jer i Habsbur- i
govcima čak
nije bilo u

interesu da
hrvatsko
plemstvo jača
jer tako jako
i moćno mogli
bi im se
uspješnije
suprostaviti

because P.i

.
because it i
wasn't in the
Hasburg inte-
rests to have
the Croatian
nobility get
stronger be-
cause if it be-
came stronger
and more
powerful it
might be a
successful
opposition

