

# „Guest“ Culture in the „Host“ Language

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## Summary

Croatian Ministry of Foreign Affairs and European Integrations has a longtime successful practise of offering scholarships for Croatian language study programme in the Republic of Croatia to descendants of Croatian emigrants in the second, third and fourth generation. The people who apply for Croatian language study scholarships are mostly young people in their 20s from Latin American countries (Chile, Argentina, Venezuela, Columbia, Peru). Croatian language courses which last one term (240 hours of teaching per semester) are offered and take place at the Faculty of Philosophy in Split. Since the majority of Croatian language course attendees lack any previous foreign language study experience, they start acquiring Croatian as an entirely foreign language, in addition to being in Croatia for the first time. Having in mind all these factors, the first phase of language acquisition can be exceptionally stressful and this paper shows the experience of introducing Spanish speaking students to Croatian language through the means of common cultural components of the “guest“ language and the “host“ language.

**Key words:** cultural competence, native speakers of Spanish, Croatian as a foreign language.

## 1. Introduction

An increased interest for learning foreign languages in Croatian foreign language schools has been noticed in the last decade, especially among adults<sup>1</sup>. The most learned languages are English, followed by German, Italian and Spanish. The reasons and motivation for learning foreign languages among adults are mostly business contacts and various personal reasons<sup>2</sup>. However, one of the most common reasons also appears to be the will for learning and acquiring a new language, based on

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1 Data obtained by analyzing the questionnaire filled by the adult students (attendees) of foreign language courses in three different foreign language schools in Split (“Jantar“, “Centar za strane jezike“ and “Pitagora“) in September 2009.

2 Most of the examinees stated that the reasons for learning a foreign language are motivated by the needs of their profession or current business position, as well as by personal relationships with people who do not speak Croatian.

information about that language obtained from movies and TV programmes, favourite songs, performers and musicians, visits and journeys into foreign countries, as well as on previous knowledge about the history and culture of the country whose language they start to acquire. Latest linguistic researches in the Republic of Croatia (Gulešić-Machata, Novak-Milić, 2005) show and emphasize that obtaining or having some previous cultural knowledge before beginning with any foreign language learning is very important to adults, and the same refers to European languages as well as to Croatian as a foreign language. Furthermore, in many cases it is proved to be a very important and delicate factor at the beginner level. In the research carried out among scholarship holders of the Croatian Ministry of Foreign Affairs and European Integration<sup>3</sup>, who attended a course of Croatian language during the academic year 2009/2010 at the Faculty of Philosophy in Split, a detailed analyses of the the relationship between culture and language was performed among South American students without any previous knowledge of Croatian language. This paper presents which cultural models are relevant or actually applicable in such a group of attendees at beginner level, and which are based on previous researches about the importance of culture in the process of foreign language learning and acquiring (Thanasoulas, 2001).

## 2. Language system and cultural aspects

The beginner phase of foreign language learning among adult attendees (Schleppegrell, 1987), as well as getting adjusted to that phase, plays an important role in the further efficiency of language mastering. Although the language is unknown to students, it is very important at the very beginning to present and reveal information about all the aspects that are determined and included in the learning plan and programme (syllabus)<sup>4</sup> for each and every learning level. Furthermore, a detailed and well-defined presentation of the plan and programme of language acquisition sets a defined framework for the attendees, and confronts them with all the possible issues they can expect during the course. All these initial steps reduce considerably attendees' natural fear when confronting a new language or their sudden withdrawal from the course; on the other hand they can also be used as an additional learning motivation, serving at the same time as the course or learning programme guideline. The evidence about the importance of the first contact with the new language is best

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3 Since winter semester of the academic year 2007/2008, Faculty of Philosophy in Split, precisely Croatian studies centre has been organizing and successfully performing one-year-long programme of Croatian language classes for foreigners, intended and designed for descendants of Croatian emigrants, who have come to Croatia as Croatian Ministry of Foreign Affairs and European Integration scholarship holders, <http://www.mvpei.hr/MVP.asp?pcpid=2545>. Course attendees are mostly young people from South American countries (Argentina, Chile, Venezuela, Columbia, Peru) and other overseas countries (North America, Australia, New Zealand).

4 Attendees of the Croatian language course in Split acquire language knowledge and competences based on CEFR available at [http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main\\_pages/levels.html](http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main_pages/levels.html), brought by Council of Europe in 2001.

presented on the example of the observed and analysed group of South American students – attendees of Croatian language course in Split<sup>5</sup>, since in this particular case it refers to the attendees who have come into contact with the *living* Croatian language for the first time in their lives, facing it in a completely new and unknown country - Croatia. What are the best ways of starting the course and which approaches can be used at the very beginning of the language course, having in mind that the analysed group of attendees was formed in the following way:

- a) all the attendees were born in the period between 1982 and 1986,
- b) the majority of attendees included into research is in Croatia for the first time,
- c) all the attendees have a college degree,
- d) despite their Croatian origins, Croatian language is a completely foreign language to all the attendees,
- e) all the attendees are to a certain extent familiar with English language, mainly as a contact language,
- f) all the attendees are native speakers of Spanish language,
- g) each of the attendees speaks *his or her version of Spanish language*<sup>6</sup>.

Although the research refers to a homogeneous language group without any previous knowledge of Croatian language, that same homogeneity was to a certain extent modified, mainly by different alterations of the same words, mostly nouns and pronouns. In some Spanish speaking countries it is possible to detect, at the very beginning, some indeed slight, but still obvious differences in an apparent language homogeneity<sup>7</sup>. However, it is obvious that this difference is only a part of cultural heterogeneity within the same language, which also forms a cultural approach to a new language, which is in this case Croatian, based upon the paradigm *our language – our languages – your language*. Keeping this mind and being aware of the *sameness* diversity, it is possible to create an extremely necessary positive atmosphere among the attendees at the very introduction into a new language.

Since all the main preconditions for undisturbed implementation of the valid CEFR (Common European Framework of References) for acquiring grammatical, spelling and communicative competence in Croatian language as a foreign language<sup>8</sup> have been completely met, and that are certainly of a great importance for the forthcoming progressive work in foreign language acquisition, a deliberate and

5 From the second half of September 2009 until mid May 2010, Croatian language course was thoroughly observed on the example of eight attendees from Latin American countries (three attendees from Venezuela, four attendees from Argentina and one attendee from Chile), from the beginner level A1 to the upper beginner level A2, including 480 classes of Croatian language for foreigners.

6 Insignificant differences in Spanish language refer mostly to accent and noun – pronoun structures, and they slightly differ from one country to another across South America; the official Argentinean Spanish was mostly influenced by the language of Italian immigrants during the 19th century and that makes it different from Chilean and Venezuelan type of Spanish language.

7 For example, in Argentinean, the term *la piscina* is used for the noun *pool*, whereas their neighbours in Chile use the term *la pileta*; another example refers to noun *subway* - Argentinean Spanish uses the term *el subte*, which differs from the official (standard) Spanish term *el metro*. In everyday communication, these differences create insignificant, but interesting distinctions more on cultural rather than on linguistic basis.

8 More in: Pasini, Juričić 2005.

thoroughly conceived course plan, with the task of mastering and reinforcing the fourth, but obligatory cultural competence has also been imposed. In this sense, we refer to cultural competence as a linking component and a basic starting point among other competences in the process of language acquisition, because it is exactly the use of specific cultural materials and resources, especially at the very beginning of language acquisition, that makes the language more accessible and which makes it change from static into dynamic system (Pasini, 2010). There are numerous and very common examples in foreign languages teaching practice that refer and point to a high percentage of withdrawals at the beginner level<sup>9</sup>, caused mainly by the lack of social and cultural elements which are in the first place necessary for mastering more difficult, grammatical components. In order to avoid such situations, the models of introducing the language through culture are possible by applying the elaborated microconcepts of cross-cultural incorporation in all the phases of language learning (Kramsch, 1993), which primarily aim at the integration of linguistic and cultural differences into a common framework of the new language.

### 3. Microconcepts of culture incorporation through language learning

Contemporary theories in foreign language teaching methodics emphasize the importance of communicative competence (Bagarić, Mihaljević Djigunović, 2007), and even consider it more important than other competences in the process of language acquisition.

The research among South American course attendees in Split proves that the use and combination of social and cultural microconcepts (Thanasoulas, 2001) presents an efficient methodical model for achieving communicative competence progress among non-native speakers<sup>10</sup> of Croatian language at the beginner level. The process of language acquisition can sometimes be distressing and even difficult due to lack of understanding of social and cultural relationships among two or more languages. Therefore, it is very important to combine and practise the following microconcepts in FL classrooms from the very beginning:

#### 3.1. *Mastering the language code through cultural comparisons*

When working with non-native speakers, it is necessary to introduce comparisons from the very beginning, mostly cultural analogies, similarities and differences.

9 In the questionnaire realized in the foreign language schools “Jantar“ and “Pitagora“ in Split, four out of ten examinees expressed a negative attitude when they were asked the following question: *Have you ever started and then suddenly withdrawn from a foreign language course, and if yes, what were the reasons for your withdrawal?* The most common answers were: *bad introductory approach, difficult and inapprehensible grammar, poor information or complete lack of information about culture and the complete lack of any relationship between culture and language.*

10 It is especially important to mention that this research takes into consideration the group of attendees whom Croatian is a foreign language although they are descendants of the third, fourth or even fifth generation of the Croatian emigrants in Latin American countries.

Also, it is very important to select carefully and then work on interesting, but rather understandable topics with general, widely-used lexical and semantical terms<sup>11</sup>, insisting on their comprehension and using constant revision and correlation of such comparisons for achieving better communicative competence and linguistic proficiency.

### ***3.2. Linguistic aspect in the social kontext***

This refers to a microconcept which can be applied to beginner level classes, since the social context, together with culture, is certainly often less understandable than the most difficult grammatical or spelling rules. Therefore, linguistic analyses in the context of social relationships is possible, especially in Croatian as a foreign language, through qualitative selection and application of adequate texts<sup>12</sup>, that make learning, as well as comprehension and acquisition of lexical and essential socio-cultural knowledge easier and which often additionally motivate the learners.

## **4. Culture as an instrument of language differences promotion**

According to its determination, culture is a term rather difficult to understand, since the very definition of the same is manifold, and numerous culture theoreticians tend to describe it rather differently (Kaikkonen, 1997). Having in mind all three meanings of culture – its anthropological, civilizational and behavioural meaning (Pasini, 2010), with latter as the most important one in Croatian language classes, it is possible to incorporate culture into teaching (curricular) process of language acquisition, as a part of behavioural pattern deriving from different lifestyles and life perspectives throughout the history and historical changes.

### ***4.1. Pragmatical and socio-linguistic language identification***

A lot of new considerations about the approaches in learning Croatian as a foreign language (Cvikić, 2007) have appeared in the last decade, and the need for introducing new ways of teaching occurs in the first place due to rapid and continuous development of modern computer technologies<sup>13</sup>. These technologies surely enable faster, but not always completely reliable, additional and individual studying of different aspects of language interest, occurring simultaneously with language course attending. Modern

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11 When making comparative analyses, terms like flag or national emblem of two or more countries, national anthem, kinds of food, place names, personal names and surnames, religious characteristics, etc., can be used as general lexical and semantical terms.

12 At beginner level of Croatian as a foreign language the best linguomethodical texts for the development of the competences through language analyses in the social context, appeared to be the lyrics of contemporary Croatian musicians (for example, songs performed by the hip-hop band *TBF-a* or rock band *Hladno pivo*), because these texts or lyrics are rather understandable and modern, revealing at the same time social components important for understanding the culture through its language (for example, linguistic and cultural articulation in the songs *Alles gut* or *Zimmer frei*).

13 Primarily referring to the use of materials from the web page available to everyone <http://www.wikipedia.org/>

and advanced computer resources as well as the use of textbooks and other didactic materials in classes, especially when applied to groups of adult attendees, offer various creative ways of lesson presentation and performance, avoiding sometimes insufficient and to an extent tiring, drily and non-creative learning, and change the usual routine of lesson presentation according to the predictable programme, lesson sequence and the imposed textbook content. In order to avoid situations of drily and monotonous lesson sequences, it is necessary, even at the beginner level, to include the cultural microconcept of the language use and language resources, using it in an adequate context of the immediate, new and unknown environment. This approach gives advantage to pragmatical language acquisition which is primarily based on personal experience<sup>14</sup>. Limited understanding of Croatian lexical structure should not necessarily present an obstacle or be a discouraging factor, because selected thematic fields of pragmatics and sociolinguistics<sup>15</sup>, within the extra curricular activities in classes, give the opportunity of identification with the new language in a completely new environment, reopening the model of language code mastering through evident comparisons and language similarities which are to be found in the process of language acquisition.

Interference and combination of the four mentioned concepts applied to the group of non-native speakers of Croatian language at the beginner level gave highly positive results. The main reason is that former, more traditional methodical principles of foreign language acquisition, like imitation and language *drill*<sup>16</sup>, have been abandoned, and the already proved, traditional form of language knowledge accumulation has thus been replaced by language culture (Benson, Voller, 1997) as the most important source for the development of communicative competence in a foreign language.

## 5. Incorporation of traditional and modern culture through acquisition of croatian as a foreign language

The analyses of the available textbooks of Croatian as a second and foreign language for adult language course attendees (Jelaska, 2008) points at the fact that the majority of the textbooks published so far and printed in Croatia or abroad are mainly designed for the beginner level. The presence and presentation of cultural concepts in the mentioned textbooks is often brought into question, creating thereby certain dilemmas whether these concepts, as important links between grammatical

14 The analysed group of students has come to Croatia for the first time.

15 As one part of the course, the analysed group of beginner level students, all native speakers of Spanish language, was directly involved into the research project on the Roman elements in the culinary terminology of the specific Dalmatian speeches and dialects that finally resulted with the attendees' work entitled "Roman culinary lexic in the speeches and dialects of Zabiokovlje" (Zabiokovlje refers to an area behind Mountain Biokovo in Dalmatia).

16 Downloaded from <http://www.eudict.com/indexHr.php?word=drill&go=Tra%C5%BEi&lang=engcro>, with the meaning of *disciplined, repetitious exercise as a means of teaching and perfecting a skill or procedure*.

and lexical contents, are methodically and systematically integrated or not (Požgaj Hadži et al., 2007). The presence of cultural contents has also been brought into question since most of them show certain discrepancy in the relation between language and culture. The reasons for such textbook contradictions are manifold, primarily because it is not possible to edit a general book of reference or a hand-book, that would adjust cultural aspects with the language heterogeneity of target users. The comparison of textbooks published in the last fifteen years clearly shows that the most of them more or less successfully adjust the concept with basic principles of foreign language methodics, whereas cultural and civilizational teaching and curricular contents (Požgaj Hadži, Prih Svetina, 2002) are usually left out or cannot be applied practically and properly. This creates the image of methodical traditionalism, which does not include contemporary, primarily pragmatic and sociolinguistic contents<sup>17</sup> necessary for understanding the modern image of the world through (the words of) a foreign language. Mastering of all language skills is the primary aim and motivation of any foreign language learning, and the research made among Latin American students shows that this aim can definitely be achieved if there is a good balance between the textbook diversity<sup>18</sup> and application of extra materials and activities related with cultural concepts.

## **6. The relationship between culture and language skills acquisition - examples from practice**

Learning a foreign language through simultaneous combination of traditional classes and optional, extra curricular activities incorporated in different projects, proved to be a very successful model of Croatian language acquisition among non-native speakers from South America that attended the language course during the academic year 2009 / 2010. Namely, during 2010 and in 2011 most South American countries are celebrating or are going to celebrate an important anniversary – two hundred years of South American independence. This historical event has initiated the project called *Two centuries of South American independence*<sup>19</sup> whose main researchers and presenters were South American attendees of the beginner level course of Croatian language in Split. The research lasted for seven months and in its course several public presentations about South American countries took place

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17 An exception, but as positive and important example of good, empirical approach in editing the textbook, teacher's book and workbook for beginner and intermediate level are the ones edited in the center "Croaticum" of the Faculty of Philosophy in Zagreb as a part of the project: *Izrada priručnika za studij hrvatskog jezika na Filozofskom i sličnim fakultetima u zemlji i inozemstvu* (MZOŠ, 1993 – 1999), and the other one, *Hrvatski za strance* (MZOŠ, 2002) as well as teaching materials edited for the needs of University school of Croatian language and culture (more at: [http://www.matis.hr/projekti\\_opsirnije.php?id=1](http://www.matis.hr/projekti_opsirnije.php?id=1)).

18 Textbook diversity refers in the first place to presence of different styles and speeches, linguistic layering and polyfunctionality of the texts in the textbooks (more in: Jelaska 2008).

19 This project was realized in cooperation with the Split branch of Hrvatska matica iseljenika (Croatian Heritage Foundation), which was the main initiator of the project that lasted from mid October 2009 to mid May 2010.

in the city library “Marko Marulić“ in Split. These presentations and events were exceptionally welcomed among the citizens of Split.<sup>20</sup> One of the reasons for such big interest were interesting topics, but mainly because their main moderators were foreign attendees of Croatian language course, who presented the most important cultural, historical and geographical features of their countries in Croatian language. This shows how all the skills - speaking, listening, reading and writing - were successfully used through cultural aspect, and the public presentation in Croatian language contributed in overcoming the linguistic barriers and fears of the new language, which finally resulted with extraordinary progress in better understanding of Croatian language, confirmed also in the analyses of the attendees' lexical richness at the end of the course. During other lectures and public presentations within the project<sup>21</sup>, the attendees have made significant progress when communicating in Croatian language and they have mastered and reinforced their speaking skills to the extent that they even became the topic in daily newspapers and magazines<sup>22</sup>. Finally, it gave them the possibility of self-evaluation and opportunity to evaluate their own linguistic achievements and proficiency when acquiring and speaking Croatian language.

## 7. The relationship between culture and language at beginner level of italian language learning

The comparison between Croatian language for foreigners and other world languages by means of cultural paradigm present in the textbooks, points at the fact that culture is of a great importance in the process of any foreign language acquisition. A good example of such an approach is to be seen in the textbook *Nuovo Progetto Italiano 1* by T. Marino and S. Magnelli (published in 2008) for beginner level (according to CEFR, level A1 and A2) of Italian as a foreign language. The very first lesson (unit) of this book makes an introduction into language through presentation of the most important social, cultural and artistic achievements<sup>23</sup> of Italians throughout their history. The same kind of approach is to be found in other units and in most parts of the textbook as well, with special emphasis on culture in introductory parts of new units.

20 The attendees' presentations prepared in Croatian language took place in the city library every month, precisely on the fifteenth day of each month. The first one was held at the very beginning, in October 2009, when the Republic of Chile was presented to the audience in Split (more at: <http://www.matis.hr/vijesti.khp?id=3082&next=OK&year=2010&today=22&month=5&lang=hr>).

21 During their language course, the attendees have prepared and held public presentations in Croatian language about Equador, Argentina and, at the end of semester, about Venezuela (more at: <http://www.matis.hr/vijesti.php?id=3147>, [http://www.matis.hr/pdf/matica2009\\_10.pdf](http://www.matis.hr/pdf/matica2009_10.pdf) i <http://www.matis.hr/vijesti.php?id=2781>).

22 More at: <http://web2.slobodnadalmacija.hr/Split/tabid/72/articleType/ArticleView/articleId/99316/Default.aspx>

23 In the introductory lesson at beginner level, textbook, page 6, the attendees are introduced into Italian language by looking at the photos that present the following features: the painting of *Mona Lisa*, the interior of *Scala* in Milan, a scene from the famous movie *La vita e bella*, the photos of coffee espresso, parmesan cheese, pizza and pasta, photos of the Italian football team, red *Ferrari*, *Armani* clothes and fashion brands, etc.



Integration of such a textbook into one of the previously mentioned culture microconcepts in FL classrooms is also registered in the questionnaires filled in the introductory lesson by the attendees of Italian language classes (beginner level) in three foreign language schools in Split. Since the introductory lesson is a kind of new experience, both for adult attendees as well as for the teacher, regardless of his/her previous experience, teaching skills and methodological studies, some kind of unpleasant feeling appears to be natural and very common in such beginnings. However, the concept registered in one of the analysed schools<sup>24</sup> presents an exceptionally good example of avoiding that kind of such unpleasant feeling and creating a positive working atmosphere among attendees that meet each other there for the first time. Extended with a short story about the history of Italian language, the attendees also worked on lesson with photos presenting the typical cultural features of Italians. The second part of the class, which rather surprised and amazed the attendees, began with listening to a song from the CD player. The song was a famous Italian evergreen hit *L'italiano* from 1983, performed by a famous Italian singer *Toto Cotugno*. The attendees were familiar only with its melody, but not with the lyrics. Listening of this song created a very positive atmosphere among attendees. It was followed by an reading attempt of the lyrics with the aim of making the attendees acquire their first words in Italian, and to make them acquire typical Italian cultural features as well as phrasal and lexical links typical for Italian language. Due to easier understanding of the mentioned phrases and lexic, the teacher highlighted them in the text and in the end explained everything in details:

*Buongiorno Italia gli spaghetti al dente  
e un partigiano come Presidente  
con l'autoradio sempre nella mano destra  
e un canarino sopra la finestra  
Buongiorno Italia con i tuoi artisti  
con troppa America sui manifesti  
con le canzoni con amore  
con il cuore  
con piu' donne sempre meno suore  
Buongiorno Italia  
buongiorno Maria  
con gli occhi pieni di malinconia  
buongiorno Dio  
lo sai che ci sono anch'io<sup>25</sup>*

/lyrics from the song, first verse/

24 All the analysed foreign language schools had a task of filling in questionnaire in introductory lessons, but the lesson that was exceptionally interesting because of its methodical approach and creativity is the one conducted by the teacher, Ms Ana Jović in foreign language school "Jantar" in Split in the group of nine adult attendees who have come into contact with Italian language for the first time.

25 The lyrics of the song downloaded for the needs of this paper from <http://www.lyricsdownload.com/toto-cotugno-l-italiano-lyrics.html>.

This approach results with a positive feedback at the very beginning; it does not necessarily mean that this cultural concept is better or even more qualitative than the traditional philological, but the practise has shown that the adult attendees find it far more motivating and encouraging for continuous language acquisition. Still, a lot depends on qualifications, knowledge and abilities, and in many cases on additional talents and skills of the teacher as the moderator of the whole learning process (Bošnjak, 2005). However, this is an issue of further analyses in the field of foreign language methodics.

## 8. Conclusion

Acquisition of a foreign language often includes the acquisition of various additional knowledge, and that is why the introduction and incorporation of culture as one of the connectors in creating a clearer image of the new language, appears to be desirable and efficient, especially in situations when a foreign language is being acquired by the adults who already consciously perceive and are aware of own experiences in their mother tongue. The connection of the definition of culture which refers to totality of spiritual, moral, social and economic production activity in a society (Anić, 1998) and the definition of language as the system of sounds, grammar, accents, words and phrases people use to express their thoughts and feelings (Anić, 1998), creates numerous possibilities of foreign language activities and “motions“ through and across culture, because the new language presents and promotes itself best through microconcepts of cultural incorporation at the moment of language learning (Kramsch, 1993). This paper is also based upon this idea – whether there are any possibilities of acquiring Croatian as a foreign language at beginner level among adult attendees and to which extent they can be applied through simultaneous observation of the relationships *my language - my culture – new language – new culture*<sup>26</sup>, since the understanding of the language system and the acquired language knowledge can only be considered complete and coherent when cultural and social aspects related to foreign language are acquired (Byram, Morgan et al., 1994).

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<sup>26</sup> For better understanding of another language culture it is necessary to be familiar with the culture of the mother tongue, so it does not come as a surprise that the model of comparing stereotypes upon a paradigm “my-your“ occurs rather often.

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## „Gostujuća“ kultura u jeziku „domaćinu“

### Sažetak

Hrvatsko Ministarstvo vanjskih poslova i europskih integracija već godinama uspješno provodi natječaje za financiranje programa učenja hrvatskog jezika u RH namijenjene potomcima hrvatskih iseljenika iz druge, treće i četvrte generacije. Na natječaj se uglavnom

prijavljaju mladi ljudi između dvadesete i tridesete godine starosti iz južnoameričkih zemalja u kojima djeluju brojne hrvatske iseljeničke zajednice (Čile, Argentina, Venezuela, Kolumbija, Peru), a nastava hrvatskog jezika provodi se na Filozofskom fakultetu u Splitu kroz semestralno učenje u trajanju od 240 sati po semestru. Polaznici nastave hrvatskoga jezika mahom su bez ranijih iskustava u usvajanju stranih jezika, hrvatski je za većinu u potpunosti strani jezik, a, uz to, po prvi puta su u Hrvatskoj. Imajući u vidu ove činjenice, prva faza učenja jezika može biti iznimno stresna te se u ovom radu donosi prikaz iskustava uvođenja polaznika španjolskog govornog područja u hrvatski jezik kroz zajedničke kulturološke komponente jezika „gosta“ i jezika „domaćina“.

**Ključne riječi:** kulturološke kompetencije, izvorni govornici španjolskoga jezika, hrvatski kao strani jezik.

**Note:** This paper based on research at University of Split (academic year 2009/2010). First results presented within the collaborative project *The first, second, other language: Croatian and Macedonian comparisons* (project leader professor Zrinka Jelaska and dr Lidija Cvikić) in May 2010.