

Teaching Word Stress Patterns in Primary School

Ivana Gusak Bilić¹, Marko Alerić² and Jelena Vlašić Duić³

¹University of Zagreb, Academy of Dramatic Art, Acting Department

²University of Zagreb, Faculty of Humanities and Social Sciences,
Department of Croatian Studies

³University of Zagreb, Faculty of Humanities and Social Sciences,
Department of Phonetics

Abstract

The aim of this research was to determine the relationship between the four integral parts of the educational process: the documents (The National Curriculum Framework for Pre-School Education and General Compulsory and Secondary Education and The Syllabus for Primary School), Croatian language textbooks (with accompanying teacher's books), teachers and students. The pilot study included 9 teachers and 73 students. The results indicate that textbooks are mainly in line with the educational outcomes stated in the strategic documents, but that there are also some departures from these outcomes. Sometimes teachers depart from the guidelines set in the documents, but their attitude to the teaching unit Word Stress Patterns is a reflection of their personal opinion, their perception of the educational outcomes, the time planned for this unit, students' abilities, etc. The difference in the results achieved by students in the target group and those in the control group in the variable Test Achievement was not statistically significant. Statistical difference was not found in the variable The Parents' Background either. Some answers provided by students indicate the areas in which students have most difficulties. More comprehensive future studies would further develop the new knowledge, which might result in a more efficient study of this particular teaching unit.

Key words: Croatian language; primary school; word stress patterns.

Introduction

A lot has been written about the Croatian word stress pattern standard. It has been described and prescribed in several contemporary Croatian grammar books (Barić et al., 2005; Silić & Pranjković, 2005; Težak & Babić, 2005) and many language reference

books (Brozović, 2005; Delaš, 2013; Jelaska, 2004; Škarić, 2005; Vukušić, Zoričić, & Grasselli-Vukušić, 2007). However, when word stress patterns are taught at primary school level, the language teaching methodology still greatly revolves around the work of Stjepko Težak, the author of *Theory and Practice of Croatian Language Teaching Methodology*, who is precisely for this reason considered the founder of the Croatian language teaching methodology at a scientific level (Bežen, 2006).

Težak (1996) places the teaching unit *Word Stress Patterns* in the area of phonetics and phonology, and explains that the knowledge about word stress patterns and stress pattern system in the Croatian language is gained at both theoretical and practical levels, pointing out that primary schools should insist more on the practical level. Within that context, Alerić (2006) mentions primary, immanent grammar. In comparison with the normative grammar, this type of grammar enables the acquisition of primary language competence (Alerić, 2006). Therefore, contrastive grammar can be formed for the teaching purposes, which would contain departures from the standard language norm and be extremely useful in teaching the standard language. Commenting on students' success in mastering the word stress patterns, Težak (1996, p. 62) said: "...students not only omit the first syllable when pronouncing the word, but also fail to pronounce the New Štokavian stress and accent (short-rising) or post-accentual length correctly, not even to mention their ability to recognize and mark stress in texts during listening activities." The ability to recognize the word stress patterns in listening activities at tertiary level was studied by Vrban Zrinski and Varošanec-Škarić (2004), while coherence, association and relationship between stress competencies of students was studied by Pletikos Olof, Vlašić Duić, and Martinović (2016). In addition, there have been papers which do not fall into the area of teaching methodology, but which discuss various related topics: word stress patterns that could be heard on Croatian radio stations (Zgrabljic & Hršak, 2003); departures from the standard language heard on the Croatian National Television (Runjić-Stoilova & Bartulović, 2009); the difficulties phoneticians come across in their work with professional speakers (Vlašić Duić, 2010), and similar topics.

While these studies indicate that word stress patterns create difficulties for students (of Croatian language and literature and phonetics) and professional speakers, feedback from primary school level has not been obtained so far. Yet, for many students and future professionals, this level of education presents the starting and final point of learning the standard language.

Methodology

Sources

This study includes several components of the teaching process. These are, first of all, *the documents* (*The National Curriculum Framework for Pre-School Education and General Compulsory and Secondary Education*, which is the basis for *The Syllabus for Primary School*) as the key elements in the educational process. Secondly, there are

textbooks which contain the concrete knowledge prescribed in the above mentioned documents. We are concerned with four Croatian language textbooks for seventh grade of primary school, which were approved by the Ministry of Science, Education and Sports for the school year 2014/2015: *Hrvatska krijesnica 7* [*Croatian Firefly 7*] (Ljevak), *Riječi hrvatske 7* [*Croatian Words 7*] (Profil), *Volimo hrvatski! 7* [*We love Croatian! 7*] (Profil) and *Hrvatski jezik 7* [*Croatian Language 7*] (Školska knjiga). Teacher's books for Croatian language teachers have also been analysed.

Furthermore, teachers were also included in the study, since they are the ones who transfer knowledge. Nine female teachers participated in the study. The final component of the teaching process are students, as they present the starting point of the educational process and are the most important group of respondents. Participants in the study were also 73 seventh-grade students attending a primary school in the western part of Zagreb. It should be pointed out that 34 respondents had not studied Croatian word stress patterns prior to the study (the control group), while 39 respondents had (the target group). Croatian is the mother tongue of all these students, but their initial idioms are different. Both the teachers and students participating in the study were guaranteed anonymity, and the purpose and the manner of their participation had been explained to them.

Aims

In terms of what was examined in this study, we can list the following aims of the study.

- 1) Determine to what extent the standard language and speech should be present in the teaching process as prescribed by strategic documents, especially in comparison with the standard orthography and grammar, as well as what precisely is expected from students.
- 2) Examine if the textbooks have been designed in line with the strategic documents, and which concrete notions regarding Croatian word stress patterns are presented in the textbooks.
- 3) Determine to what extent the standard language and speech are represented in Croatian language teaching and what is the general attitude of teachers to Word Stress Pattern as a teaching unit.
- 4) Examine the ratio between the theory (prescribed educational aims) and practice (the actual knowledge the students have), and: to examine if there is a difference in the knowledge of students who had previously learned about Croatian word stress patterns and those who had not; to examine if there is a difference in the knowledge of students whose parents come from Štokavian speaking region and those whose parents do not.

Instruments

Teacher Questionnaire. Teacher questionnaire comprised 13 questions. The first three questions were designed to obtain basic information about the teacher (gender,

teaching work experience, and the textbook they were currently using in teaching). These were followed by questions about their teaching practice: *In Croatian language teaching, I pay most attention to: a) grammar; b) orthography, c) orthoepy. If you could introduce crucial changes in Croatian language teaching, how much attention would you pay to: a) grammar; b) orthography, c) orthoepy?* These questions were answered by choosing one answer on a 1-5 scale. The following, multiple choice question was also related to the teaching practice and it could be answered by choosing one of the four choices: *When analysing word stress patterns, I pay more attention to: a) theory; b) practice; c) more to theory than to practice; d) more to practice than to theory.* The following five questions were related to the teacher's attitude to the teaching unit, and they were supposed to choose one of the opposing statements: *I think that the time planned by the Syllabus for teaching the standard word stress pattern is/is not sufficient; I think that the teaching unit Word Stress Patterns is/is not suitable for students' cognitive abilities; I think that the teaching unit Word Stress Patterns is/is not important and that it should be omitted from the Syllabus, and that the time planned for this unit should be spent on something more important; I think that teachers know how to teach word stress patterns/I think that teachers need additional guidelines on how to teach word stress patterns; I think that students make/do not make a difference between the standard and non-standard word stress patterns.* In the question second to last the teachers were supposed to choose one of the four possible answers: *Generally speaking, the way in which I teach word stress patterns and success of my students make me feel a) extremely unsatisfied; b) unsatisfied; c) satisfied; d) extremely satisfied.* The last question was designed to obtain the teacher's comment. The questionnaire was distributed to principals and teachers in four primary schools in Zagreb, and was also sent to them by e-mail.

Test for Students. The test for students consisted of several questions intended to obtain some basic information (class, gender, place of residence, the place in which a student lived for more than 5 years, the place where their parents were born or where they grew up) and eight tasks which were intended for checking the students' knowledge about dividing words into syllables and marking stress in words, their knowledge about word stress pattern rules, theoretical knowledge about word stress patterns, their ability to recognize and mark the standard stress in listening tasks, the ability to distinguish between the standard and non-standard stress patterns. In the first task students were supposed to divide the given words into syllables (Croatian words for group A: *biti, on, koji, jedan, društven, raditi, vrijeme* [Engl. to be, he, who, one, social, to work, time/weather] and for group B: *tko, drugi, mrtav, biti, nositi, tijelo, on* [Engl. who, the other, dead, to be, to carry, body, he]) and to underline the stressed syllable. In the second task students were supposed to identify, among four given words, the word in which the stress was marked correctly (group A: *òrganizàcija, p̄rstēn, dobār, z̄rak* [Engl. organization, ring, good, air] and group B: *akó, dobār, p̄rstēn, òrganizàcija* [Engl. if, good, ring, organization]). In the third task they were asked to

mark the stressed syllable in the verb *kazati* [Engl. to say] and list all stress patterns which, in line with word stress pattern rules, could be applied to the first syllable. Group B was required to do the same, but on a different Croatian verb: *postojati* [Engl. to exist]. In the fourth task students were required to list the types of word stress patterns which could, according to word stress pattern rules, be marked on the middle syllable and circle the correctly stressed word – *proizvodnja* [Engl. production]. The fifth task was: *Word stress patterns are different in terms of a) tone of voice; b) strength of voice; c) voice pitch; d) vocal range.* In Task 6, students were supposed to circle one of the given answers to explain if the stress mark above the letter *i* in the adjective *râdnî* [Engl. working] indicates a stressed or an unstressed and short or long pronunciation. In the seventh task students were supposed to recognize the standard stress in words while listening (*kâj, žèna, drâg, prîmjèr, svôj* [Engl. what, woman, dear, example, own]), which, in this study, meant the system of four types of accent: long falling (LF), short falling (SF), long rising (LR), short rising (SR) and post-accentual length. Students who had previously learned about word stress patterns in Croatian language classes marked stress in the standard way: *â* (LF), *à* (SF), *á* (LR) and *à* (SR), while students who had not learned about word stress patterns in Croatian language classes were instructed on the topic before testing, and different word stress marking patterns were written on the blackboard and remained there during the test. In the last task students were required to listen to two ways of pronouncing the same word (*pròblēm – problēm, òdrēden – odrēden, ìmati – imati, pročítati – proč'itati, dòlaziti - dolaziti, Žèljela=sam tō zà=sebe. – Željela=sam t'ò za s'ebe.* [Engl. problem, definite, to have, to read, to come, I wanted it for myself.]), and to recognize the standard pronunciation. The other, non-standard type of pronunciation, meant that the words were pronounced with dynamic stress, which is a feature of the stress pattern system of the area in which the respondents lived; that is, of the Zagreb area residents (Kapović, 2004; Pletikos et al., 2008). In the tasks including the recognition of word stress patterns in listening activities, the audio material was used which was recorded in Praat (Boersma & Weenink, 2014) programme by one of the authors of this paper. The words listed in tasks were taken from *Hrvatski čestotni rječnik* [The Croatian Frequency Dictionary] (Moguš et al., 1999) (the first 300 stressed words) and all of these words were in canonical form (including nouns, verbs, adjectives, pronouns and numbers). In the assessment of students' tests the standard five-item scale of evaluation was applied (Fuchs, Vican, & Milanović Litre, 2011), with the pass rate of 50%. A higher percentage of pass rate (up to 75%) is applied at higher levels of education (Novak-Milić & Barbaroša-Šikić, 2008). The tests were corrected by one of the authors of this paper.

Results

Documents

In the National Curriculum Framework, Croatian language as a school subject belongs to the field of language and communication (Fuchs, Vican, & Milanović Litre,

2011). It states the educational aims for that field and presents the subject structure. Students' achievements are divided into three educational cycles. The eighth and seventh grades fall into the third cycle. Each cycle is divided into four parts: listening, speaking, reading and writing. Some of the guidelines listed in the speaking section are: "preparation for speaking, application of speaking strategies, speech production, speaking encouraged by need and speaking for pleasure" (Fuchs, Vican, & Milanović Litre, 2011, pp. 67-68). The subject of this paper, orthoepy, is part of the guideline relating to speech production: "students will (...) master the orthoepy and standard vocabulary in accordance with their age (...)" (Fuchs, Vican, & Milanović Litre, 2011, p. 68).

This guideline is accompanied with the text of the Syllabus for Primary School in which one of the aims of language expression is: "forming habits of using orthoepic and orthographic norms" (Vican & Litre, 2006, p. 25). The same document presents the elaboration of the teaching unit Word Stress Patterns with its key notions: types of word stress in Croatian and place of stress in a stressed word. It also states the following educational outcomes: "to recognize and, in line with the presented model, use correctly the stress patterns in speaking and reading; to mark stress features gradually: place, length and accent in frequent words; to read accurately the words with marked stress; to distinguish between one's own and the standard word stress pattern system" (Vican & Litre, 2006, p. 43).

Textbooks and Teacher's Books

Educational outcomes listed in the Syllabus can be found among educational goals in teacher's books. The teacher's book for Croatian language teachers for the textbook *Hrvatska krijesnica 7 [Croatian Firefly 7]* lists practically the same educational outcomes: "Students will: recognize word stress pattern types in the Croatian language; pronounce the stress accurately while speaking and reading; gradually mark stress features: place, length and accent; read accurately the words with marked stress; distinguish between their own and the standard word stress pattern system" (Tunuković & Lauš, 2014, p. 34). The teacher's book, which also contains a CD and is a supplement to the textbook *Riječi hrvatske 7 [Croatian Words 7]*, exhibits a narrowed list of educational outcomes: "Students will recognize and differentiate between word stress patterns; stress the words correctly and mark stress accurately; differentiate between the stressed and unstressed words" (Družijanić Hajdarević et al., 2014, p. 90). The greatest number of changes can be detected in the teacher's book with a CD accompanying the textbook *Volimo hrvatski! 7 [We Love Croatian! 7]*, since educational outcomes are listed as follows: "Students will: know that word stress means distinguishing a syllable by strength and pitch of voice; understand the difference between long and short syllables and falling and rising accent; remember the way of marking stress" (Rihtarić et al., 2014, p. 71).

In order to achieve the prescribed educational outcomes, the authors present the content of the teaching unit Word Stress Patterns laid out in these textbooks

categorized into five topics, regardless of them being thoroughly explained or only implicitly mentioned (Figure 1).

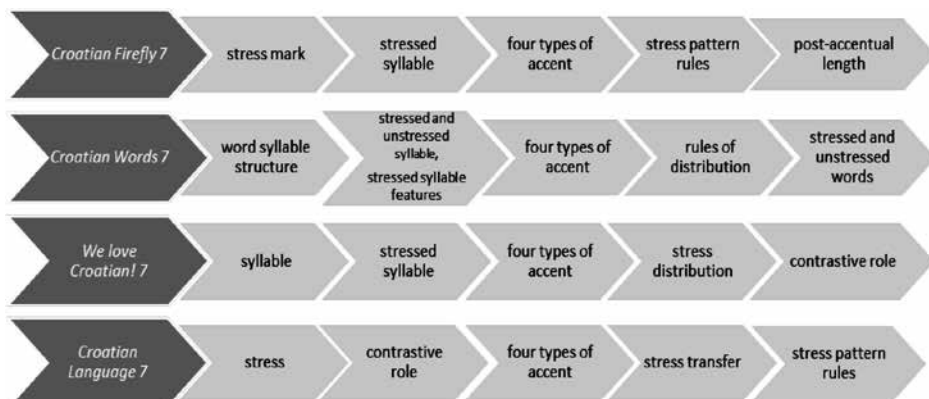


Figure 1. Topics within the teaching unit Word Stress Patterns

In all four textbooks, the four word stress patterns are the central topic. The rules of stress distribution (the stress rules or distribution of stress) and stressed syllables are two other important topics in three textbooks (except in *Croatian Language 7*). In the textbooks *Croatian Firefly 7* and *Croatian Language 7*, stress marks or stress are introductory topics, while in the textbooks *Croatian Words 7* and *We love Croatian! 7*, introduction to the teaching unit Word Stress Patterns starts with syllables or syllable structure of words. The greatest number of differences is detected in the final topic, which is different in all of the selected textbooks.

Teachers

If we set aside the areas in which teachers show the greatest level of agreement - more than 50% (55.56%), it can be seen that in their teaching practice speech is moderately encouraged (3) and that they tend to pay more attention to grammar and orthography (4). On the other hand, they would like to pay most of their attention to orthography (5). Further on, 66.67% of teachers teach word stress patterns through practice and less through theory. As many as 88.89% of teachers agree that the time planned by the Syllabus for the teaching unit The Standard Word Stress Pattern System is not sufficient. The opinion of 66.67% of teachers is that the teaching unit Word Stress Patterns does not match the students' cognitive abilities. Despite this fact, 77.78% of teachers believe that this teaching unit is necessary, and that it should not be omitted from the Syllabus. They agree to the same level that teachers need additional guidelines for teaching word stress patterns. Finally, every other teacher believes that students manage their knowledge about word stress patterns well, but they have not mastered the word stress patterns yet. The results also showed that 55.56% of teachers are generally satisfied with the way they teach word stress patterns and their students' achievements in this area.

Students

If we present students' achievements in the way it is normally done in school – with a grade, the results (Figure 2) indicate that more than a half of students failed the test (58.97% of students in the target group and 67.65% of students in the control group). Not a single student was graded with an excellent grade.

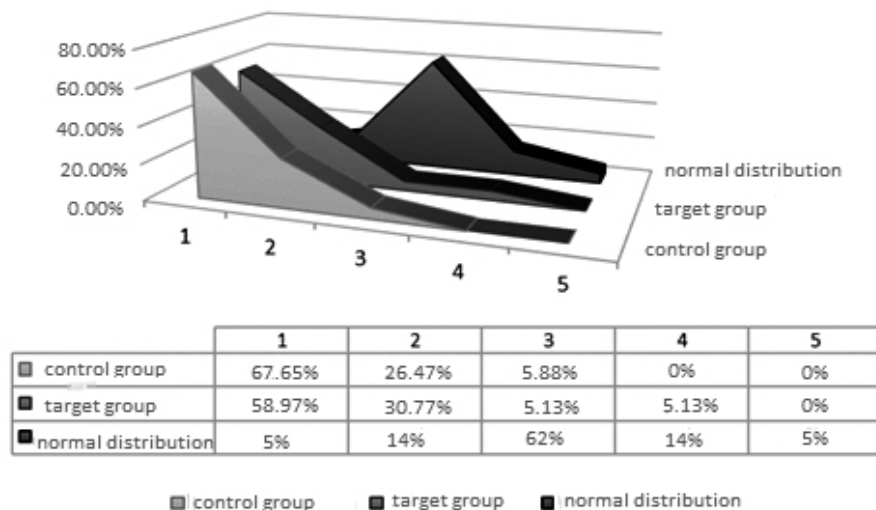


Figure 2. Students' success in test (grades) - the target and the control group

After the Chi-square test value of compatibility with normal distribution ($\chi^2(3, N=73) = 17.53; p < .01$) had confirmed that the measured values were not in line with the normal distribution, a new Chi-square test was performed. From its value, ($\chi^2(1, N=73) = 0.586; p = .44$), it was determined that the difference between the students in the target group and the students in the control group in the variable *Test Achievement* was not statistically significant.

Regardless of the statistics, the data about students' success in some tasks (Table 1) and their individual answers can be useful both to the teachers in teaching word stress patterns and to students in mastering knowledge about word stress patterns.

For example, in the first task students were expected to divide canonical words into syllables, which was done correctly by 76% of students in the control group and 79% of students in the target group. The most difficult words to be divided into syllables were the noun *vrijeme* [Engl. time; weather] (done correctly by 6% of students in the control group and 22% of students in the target group) and the pronoun *on* [Engl. he] (done correctly by 19% of students in the control group and 29% of students in the target group). After that, in Tasks 1 and 3 students were required to mark the stressed syllable, which was done correctly by 32% of students in the control group and 46% of students in the target group. The lowest achievement was recorded in the tasks which were designed to check the knowledge of word stress pattern rules and theoretical knowledge about word stress patterns. This was successfully done by only

Table 1
Students' success in individual tasks

task number	task type	students without prior knowledge about word stress patterns n=34	students with prior knowledge about word stress patterns n=39
1.	Dividing words into syllables	76%	79%
1.	Identifying the stressed syllable	35%	45%
3.		29%	46%
		32%	46%
2.	Knowledge about word stress pattern rules	32%	54%
3.		0%	23%
4.		0%	10%
		11%	29%
5.	Theoretical knowledge about word stress patterns	3%	18%
6.		0%	0%
		2%	9%
	Recognizing the standard word stress patterns in listening activities	50%	43%
7.	SF	68%	56%
	SR	29%	18%
	LR	29%	33%
	LF	74%	65%
8.	Distinguishing between the standard and non-standard word stress	74%	92%
8.	Distinguishing between the standard and non-standard sentence stress	24%	72%

Note: long falling (LF), short falling (SF), long rising (LR), short rising (SR)

29% of students in the control group and 9% of students in the target group. In Task 7, students were listening to the accurately stressed words and marked the stress in them. This was done correctly by 50% of students in the control group and 43% of students in the target group. If word stress patterns are analysed separately, these are the results: long falling accent in words was marked correctly by 65% of students in the target group and 74% of students in the control group; short falling accent in words was marked correctly by 56% of students in the target group and 68% of students in the control group; long rising accent in words was marked correctly by 33% of students in the target group and 29% of students in the control group, while short rising accent was marked correctly by 18% of students in the target and 29% of students in the control group. In the final eighth task, the words with non-standard stress (with single, dynamic stress) were added to the words with standard stress. They were eliminated

as non-standard words by 92% of students in the control and 74% of students in the target group. Students in both groups had most doubts regarding stress transfer to proclitic and enclitic (in the following sentence: *Željela sam to za sebe*. [Engl. I wanted it for myself.]) and regarding the verb *imati* [Engl. to have].

Since students in the control group were better at distinguishing between the standard and non-standard stress in listening activities, it was necessary to include other variables in the analysis. As far as orthoepy is concerned, it is necessary to take into account students' origin, that is, their parents' origin, since it might have influenced the students' ability to recognize word stress patterns in listening activities (Task 8). It was assumed that students whose parents come from Štokavian speaking region would be more successful in this part of the test. The data obtained from the questions in the introductory part of the test indicate that less than a half of the standard words (1-3) in the listening activity were recognized by 9 students whose parents do not come from Štokavian speaking region and 16 students whose parents do. More than a half of these words (4-6) were recognized by 19 students whose parents do not come from Štokavian speaking region and 25 students whose parents do. However, the statistical calculation ($\chi^2 = 0.341, p=0.56$) does not indicate a statistical significance in the variable The Parents' Background.

Discussion

The National Curriculum Framework and The Syllabus rank spoken and written communication as the central points of the teaching process. Students are expected to recognize and use correctly the word stress patterns in speaking and reading, to mark stress in typical words, to read accurately the words with marked stress and to be aware of the difference between their own and the standard word stress pattern system.

Some authors of teacher's books for Croatian language teachers follow the prescribed outcomes, while others alter them. For example, Družijanić Hajdarević et al. (2014) and Rihtarić et al. (2014) add the theoretical knowledge about word stress patterns to the prescribed outcomes, which is not completely in line with the strategic documents, but can be taken as a basis for understanding the word stress patterns, which does not undermine a recommendation by Težak on giving priority to practice in primary school instruction. Textbook guidelines relating to word stress patterns teaching refer mainly to writing and speaking. The framework lists five topics, one of which (four types of accent with post-accentual length) is central for all textbook authors, while there are differences in other (initial and final) topics. Therefore, it can be concluded that textbooks were designed based on the strategic documents, but the concrete knowledge presented in them matches the documents partially.

Croatian language teachers give priority to orthography and grammar, while orthoepy does not fall into this category. Although this cannot be explained by what is listed in strategic documents, the teachers go a step further and more than a half of them claim that they would give priority to orthography if they could, since they

believe that the documents do not plan enough time for achieving the outcomes of the teaching unit Word Stress Patterns, that students' cognitive abilities are lower and that teachers need additional guidelines relating to teaching word stress patterns to students. The importance of the positive attitude of teachers has been pointed out by Alerić and Gazdić-Alerić: "If the attitude of the future educators – kindergarten teachers, classroom teachers and Croatian language teachers – to what they are about to teach is positive, it is certain that they will contribute to the development of positive attitudes in their students, and also to their own success and success of those whom they are going to teach." (Alerić & Gazdić-Alerić, 2009, p. 8). However, considering the attitudes of teachers detected in this study to the need of teaching word stress patterns, the belief that students have good mastery of word stress patterns, and the general satisfaction with students' achievements, we can say that these teachers' attitudes are partly based on their own, personal impressions, and partly on being familiar with and understanding the educational outcomes, the time planned, students' abilities, etc.

Finally, we should analyse the educational outcomes in terms of students' test results. The gradual marking of word stress patterns was examined in the first four tasks. The first task was designed to examine the marking of the stressed syllable or identifying the place where stress should be marked in a word. This was successfully done by 35% of students in the control group and 45% of students in the target group. In various sociophonetic studies carried out so far the results were significantly better – 75% according to Vrban Zrinski and Varošanec-Škarić (2004) and almost 80% according to Pletikos Olof, Vlašić Duić, and Martinović (2016). The discrepancy in the results could be related to the fact that both previous studies were conducted at tertiary level of education, that is, that marking the stress in words was less difficult for university students than for primary school students. Although the accurate marking of syllables is a foundation for stressing the words accurately, it has neither been pointed out in educational outcomes nor in teacher's books and strategic documents. In one of the mentioned textbooks and teacher's books, the syllable is mentioned only when word stress marking was explained. As far as recognizing the word stress pattern is concerned, students in the target group were mostly successful in recognizing the falling accent (65% for long falling accent and 56% for short falling accent), and then in recognizing the rising accent (33% for long rising accent and 18% for short rising accent). Also, in the first task students were least successful in marking the short rising accent in the word *imati* [Engl. to have]. The results of previously conducted studies with university students as respondents indicated that they were more successful in recognizing the falling accent (86.03% for long falling accent and 80.67% for short falling accent) than in recognizing the rising accent (65.52% for long rising accent and 61.25% for short rising accent) (Vrban Zrinski & Varošanec-Škarić, 2004). Also, they exhibited somewhat greater accuracy in terms of recognizing the falling accent (76.41% for long falling accent and 63.78% for short falling accent) than in recognizing the rising accent (63.03% for long rising accent and 57.67% for short rising accent)

(Pletikos Olof, Vlašić Duić, & Martinović, 2016). The final educational outcome, the comparison of the standard word stress pattern and one's own word stress pattern, was directly noted in only one of the four textbooks, although the importance of the immanent, primary grammar has been pointed out in contemporary scientific papers (Alerić, 2006). The general result of 41% of students in the target group and 32% of students in the control group who have achieved a pass grade on the test is not good enough to indicate that the acquired knowledge has been the result of the teaching process. The results of the study do not point to the fact that students' results can be related to their parents' background either. These results might be explained by students' speaking habits, which are "not in accordance with the literary standard" and which students "cannot disregard" (Težak, 1996, p. 44).

In terms of the fact that the educational outcomes have not been achieved, which is corroborated by this and other studies, as well as by the teachers who participated in the study, it seems that the educational outcomes set for the teaching unit Word Stress Patterns are too demanding for students of that age group. The following outcomes would be more appropriate: [a student will] "know that word stress means emphasizing a syllable with pitch and accent" (Rihtarić et al., 2014, p. 71), "mark word stress patterns accurately" (Družijanić Hajdarević et al., 2014, p. 90), "memorize the ways of marking stress and order of the stressed syllables" (Rihtarić et al., 2014, p. 17), "become aware of the difference between the standard word stress patterns and their own stress patterns" (Tunuković & Lauš, 2014, p. 34). Once these educational outcomes have been achieved, more demanding ones can be achieved: [a student will] "gradually mark stress features: place, length and accent" (Tunuković & Lauš, 2014, p. 34) and/or "understand the difference between long and short syllables and falling and rising accent" (Rihtarić et al., 2014, p. 71). These results indicate that the current situation at primary school level resembles the one at university level and work done with professional speakers. It is necessary to make better connections between students' initial, original stress pattern system and the standard language system, and to raise the awareness and improve the education of the future teachers regarding this topic.

Conclusions

This pilot study had the aim to determine the relationship between the four integral components of the educational process: the documents - The National Curriculum Framework and The Syllabus, the textbooks and teacher's books, the teachers and students. Within that context, four aims of the study were created, providing the results that follow. According to the strategic documents, orthoepy and orthography should be equally represented in Croatian language teaching. Students are expected to recognize and use correctly word stress patterns in speech and in reading, to be able to gradually mark stress features in canonical words, to read accurately the words in which stress has been marked, to be aware of the differences between their own and the standard word stress system. Concrete notions that could help students master

these requirements in three out of five topics are different in the analysed textbooks. Differences can also be detected in comparison with the prescribed documents. The teachers themselves sometimes depart from the prescribed documents since they give priority to teaching orthography (and grammar), and not to orthoepy. Finally, the results of the two groups of students do not indicate that their knowledge was gained in the teaching process, nor that it is the result of their background.

What has not been done in this study, and what remains to be examined in the future studies, is incorporating the educational outcomes, primarily those relating to word stress production in reading and in speech, since this study was focused on theoretical knowledge about word stress patterns and recognition of word stress patterns while listening. Another guideline might be the combination of all the above mentioned components; that is, future studies can include the same components (the documents, textbooks, teachers and students), but they should be placed within the context which includes the concrete textbook that the teacher uses, the attitude of a particular teacher to the teaching topic and the knowledge a student has gained. Additional attention can be paid to the teachers themselves; it can be examined if the teacher's pronunciation is standard or not, how often they correct students' speech (if they correct students' speech only while working on the teaching topic Word Stress Patterns or if they correct these errors constantly, regardless of the teaching unit they are working on), if the teaching process includes texts written in a native dialect, if the teacher compares the dialects with the standard language, etc. Future studies should also be more comprehensive, which would call for a greater sample of students from various schools around Croatia. If it should turn out that students and/or teachers who come from non-Štokavian speaking area have lower achievements, a possibility should be considered to adjust the reference books to them, that is, to encourage awareness about the differences in source idioms of speakers. That would be in line with the teachers' opinion on the necessity to include additional guidelines about teaching word stress patterns. Study sample could be expanded by including the teachers of all school subjects, since their speech can also influence the speech of their students.

It is recommended that in the future, students' tests should consist of the words appropriate for their age. Using the words listed in The Croatian Frequency Dictionary does not seem to be a good option because it is illogical to teach the word stress pattern in the noun *organizacija* [Engl. organization], which is ranked as 154th word in terms of its frequency, before we have done so with the nouns *djeca*, *nebo* and *more* [Engl. children, sky and sea], which are ranked as 156th, 158th and 159th word respectively, in terms of frequency. There are also many other similar examples. The fact that there are no data which could be compared with the data obtained in this pilot study indicates a need for new, more comprehensive studies at primary school level and for vocabulary which is age-appropriate and which could help verify and develop the obtained results. This would be of great use to teachers in approaching and teaching word stress patterns.

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Ivana Gusak Bilić

University of Zagreb, Academy of Dramatic Art, Acting Department
Trg Republike Hrvatske 5, 10 000 Zagreb, Croatia
igbilic2@gmail.com

Marko Alerić

University of Zagreb, Faculty of Humanities and Social Sciences,
Department of Croatian Studies
Ivana Lučića 3, 10 000 Zagreb, Croatia
maleric@ffzg.hr

Jelena Vlašić Duić

University of Zagreb, Faculty of Humanities and Social Sciences,
Department of Phonetics
Ivana Lučića 3, 10 000 Zagreb, Croatia
jvduic@ffzg.hr

Naglasak u osnovnoškolskoj nastavi

Sažetak

Svrha ovoga istraživanja bila je utvrditi međuodnos četiriju sastavnica odgojno-obrazovnog procesa: dokumenata, odnosno Nacionalnoga okvirnoga kurikuluma za predškolski odgoj i obrazovanje, kao i opće obvezno i srednjoškolsko obrazovanje, Nastavnoga plan i programa za osnovnu školu, udžbenika hrvatskoga jezika (kojima su pridodani priručnici za učitelje), učitelja i učenika. U pilot-istraživanju sudjelovalo je 9 učiteljica i 73 učenika. Rezultati pokazuju da udžbenici u većoj mjeri slijede obrazovne zadaće istaknute u dokumentima, ali da postoje pojedina odstupanja. Nastavnici također ponekad odstupaju od dokumenata, a njihov je stav prema nastavnoj jedinici Naglasak odraz vlastita mišljenja, ali i razumijevanja obrazovnih zadaća, predviđena vremena, učeničkih sposobnosti i sl. Razlika u rezultatu između učenika ciljane i kontrolne skupine na varijabli Uspjeh na ispitu nije statistički značajna. Statističke značajnosti također nema na varijabli Podrijetlo roditelja. Pojedini odgovori učenika ukazuju na to što učenicima stvara najviše poteškoća. Sustavnijim istraživanjima u budućnosti bi se nadogradile navedene spoznaje, što bi moglo ishoditi učinkovitijim poučavanjem te nastavne jedinice.

Ključne riječi: naglasak; hrvatski jezik; osnovna škola.

Uvod

O hrvatskoj suvremenoj naglasnoj normi mnogo se pisalo. Opisana je i propisana u nekolicini suvremenih gramatika hrvatskoga jezika (Barić i sur., 2005; Silić i Pranjković, 2005; Težak i Babić, 2005), kao i u brojnim jezičnim priručnicima (Brozović, 2005; Delaš, 2013; Jelaska, 2004; Škarić, 2005; Vukušić, Zoričić i Grasselli-Vukušić, 2007). Međutim, kada je riječ o naglasku u osnovnoškolskoj nastavi, u okviru metodičke teorije jezičnoga obrazovanja, spoznaje se uvelike svode na rad S. Težaka, autora *Teorije i prakse nastave hrvatskoga jezika*, kojega se upravo zbog toga smatra utemeljiteljem metodike hrvatskoga jezika (Bežen, 2006).

Težak (1996) nastavnu jedinicu *Naglasak* svrstava u nastavu fonetike i fonologije te pojašnjava kako se spoznaje o naglascima i naglasnome sustavu hrvatskoga jezika stječu na teorijskoj i praktičnoj razini, s napomenom da težište u osnovnoj školi treba biti na praktičnoj razini. U tome kontekstu Alerić (2006) govori o primarnoj, imanentnoj

gramatici. Kako ta gramatika omogućuju stjecanje primarne jezične kompetencije (Alerić, 2006), u usporedbi s normativnom gramatikom u nastavne se svrhe može oblikovati razlikovna gramatika, koja bi sadržavala odstupanja od standardnojezične norme i tako bila vrlo korisna u poučavanju standarda. Na uspješnost u ovladavanju naglascima osvrnuo se Težak (1996, str. 62) riječima: "ne samo da [studenti] promašuju prvi slog naglašujući riječ nego i ne umiju izgovoriti novoštokavski naglasak (npr. kratkouzlazni) ili zanaglasnu duljinu, a da se o sposobnosti slušnog prepoznavanja i bilježenja naglasaka i ne govori". Slušno prepoznavanje na fakultetskoj razini istraživale su Vrban Zrinski i Varošaneć-Škarić (2004), a usklađenost, povezanost i međuovisnost pojedinih naglasnih kompetencija studenata Pletikos Olof, Vlašić Duić, i Martinović (2016). Tomu se još mogu pridodati nemetodički radovi u kojima je bilo riječi o naglascima na hrvatskome javnom radiju (Zgrabljčić i Hršak, 2003), o odstupanjima profesionalnih govornika na Hrvatskoj radioteleviziji (Runjić-Stoilova i Bartulović, 2009), o poteškoćama s kojima se fonetičar susreće u radu s tim profesionalcima (Vlašić Duić, 2010) i sličnim temama.

Dok iz tih istraživanja proizlazi da naglasci predstavljaju poteškoću studentima (hrvatskoga jezika i književnosti i fonetike) i profesionalnim govornicima, izostaje povratna obavijest na razini osnovnoškolske nastave – kao početne, a za brojne učenike stručnoga usmjerenja i dočetne točke učenja pravogovora.

Metode

Izvori

U ovaj je rad, odnosno istraživanje, uključeno nekoliko sastavnica nastavnoga procesa. To su najprije dokumenti, odnosno *Nacionalni okvirni kurikulum za predškolski odgoj i obrazovanje te opće obvezno i srednjoškolsko obrazovanje* na koji se nadovezuje *Nastavni plan i program za osnovnu školu*, kao ključni elementi odgojno-obrazovnoga procesa. Slijede udžbenici jer je u njima opisano konkretno znanje koje je spomenutim dokumentima propisano. Riječ je o četirima udžbenicima hrvatskoga jezika za sedmi razred koje je odobrilo Ministarstvo znanosti, obrazovanja i sporta za šk. god. 2014./2015. To su *Hrvatska krijesnica 7* (Ljevak), *Riječi hrvatske 7* (Profil), *Volimo hrvatski! 7* (Profil) i *Hrvatski jezik 7* (Školska knjiga). Analiziraju se i priručnici za učitelje hrvatskoga jezika.

Nadalje, uključeni su učitelji kao prenositelji znanja. U istraživanju je sudjelovalo 9 nastavnica. Posljednja su sastavnica učenici kao ishodišne točke odgojno-obrazovnog procesa i ujedno najvažnija skupina ispitanika. U istraživanju su sudjelovala 73 učenika, polaznika sedmoga razreda osnovne škole u zapadnome Zagrebu, s time da 34 ispitanika na satu hrvatskoga jezika prije provedbe istraživanja nisu učila o naglascima (kontrolna skupina), a njih 39 jest (ciljana skupina). Svim je učenicima hrvatski materinski jezik, ali su njihovi polazni idiomi različiti. U istraživanju je i učenicima i učiteljima bila zajamčena anonimnost te su im pojašnjeni svrha i način sudjelovanja.

Ciljevi

S obzirom na ono što se ispituje dolazimo do ciljeva ovoga istraživanja.

(Cilj 1) Utvrditi koliko pravogovor treba biti zastupljen u nastavi prema dokumentima, osobito u usporedbi s pravopisom i gramatikom te što se konkretno očekuje od učenika.

(Cilj 2) Provjeriti jesu li udžbenici izrađeni u skladu s tim dokumentima i koje su konkretne spoznaje u udžbenicima izložene o naglascima hrvatskoga jezika.

(Cilj 3) Saznati u kojoj je mjeri pravogovor zastupljen u nastavi hrvatskoga jezika i koji je opći stav nastavnika hrvatskoga jezika prema nastavnoj jedinici Naglasak.

(Cilj 4) Provjeriti odnos teorije (propisanih obrazovnih zadaća) i prakse (učeničkoga znanja), odnosno utvrditi postoji li razlika u znanju između učenika koji su učili o naglascima hrvatskoga jezika i onih koji nisu te provjeriti postoji li razlika u znanju učenika čiji roditelji potječu u odnosu na one čiji roditelji ne potječu sa štokavskoga govornog područja.

Instrumenti

Anketni upitnik za nastavnike. Anketni upitnik sastojao se od 13 pitanja. U prvim su se trima pitanjima prikupljali osnovni podatci o nastavniku (spol, nastavničko iskustvo i udžbenik kojim se koristi u nastavi). Slijedila su pitanja o njihovim predavačkim navikama: *U nastavi hrvatskoga jezika i jezičnoga izražavanja najviše pozornosti usmjeravam a) gramatici, b) pravopisu, c) pravogovoru.*; *Kada biste mogli uvesti korjenite promjene u nastavu hrvatskoga jezika, u kojoj biste mjeri pozornost dali a) gramatici, b) pravopisu, c) pravogovoru?* Na ta se pitanja moglo odgovoriti izborom jedne vrijednosti na skali od jedan do pet. Iduće pitanje također se ticalo predavačkih navika, a odgovor je podrazumijevao izbor jedne od četiriju tvrdnji: *Poučavajući naglaske, prednost dajem a) teoriji, b) praksi, c) više teoriji, manje praksi, d) više praksi, manje teoriji.* Sljedećih pet pitanja odnosilo se na stav učitelja prema nastavnoj jedinici, a trebalo je odabrati jednu od dviju oprečnih tvrdnji: *Smatram da vrijeme koje je Nastavnim planom i programom predviđeno za poučavanje standardnoga naglasnog sustava jest/nije dostatno; Smatram da nastavna jedinica Naglasak jest/nije u skladu sa spoznajnim mogućnostima učenika; Smatram da nastavna jedinica Naglasak jest/nije potrebna te da bi je trebalo izostaviti iz Nastavnoga plana i programa/te da bi to vrijeme trebalo posvetiti nekoj važnijoj nastavnoj jedinici; Smatram da nastavnici znaju kako poučavati naglaske/Smatram da su nastavnici potrebne dodatne upute o tome kako poučavati naglaske; Smatram kako učenici razlikuju/ne razlikuju standardne od nestandardnih naglasaka.* U predzadnjem pitanju trebalo je izabrati jedan od četiriju ponuđenih odgovora: *Općenito govoreći, načinom na koji poučavam naglaske i uspjehom učenika osobno sam a) izrazito nezadovoljan/nezadovoljna, b) nezadovoljan/nezadovoljna, c) zadovoljan/zadovoljna, d) izrazito zadovoljan/zadovoljna.* Posljednje je pitanje predviđalo nastavnikov komentar. Anketni je upitnik uručen ravnateljima i nastavnicima četiriju zagrebačkih škola te im je također kao mrežni upitnik poslan e-poštom.

Ispit znanja za učenike. Za učenike je sastavljen ispit znanja koji se sastojao od nekoliko pitanja kojima su se prikupili osnovni podatci (razred, spol, mjesto stanovanja, mjesto u kojemu je učenik stanovao duže od pet godina, majčino i očevo mjesto rođenja ili odrastanja) i osam zadataka kojima se provjerilo učeničko znanje podjele riječi na slogove i utvrđivanja mjesta naglasaka, poznavanje pravila naglašavanja, teorijsko znanje o naglascima, slušno prepoznavanje i bilježenje standardnih naglasaka, kao i razlikovanje standardnih od nestandardnih naglasaka. U prvome zadatku učenici su trebali ponuđene riječi (*biti, on, koji, jedan, društven, raditi, vrijeme* u grupi A i *tko, drugi, mrtav, biti, nositi, tijelo, on* u grupi B) rastaviti na slogove i podcrtati naglašeni slog. U drugome su zadatku između četiriju riječi (*organizacija, prštěn, dobār, zrak* u grupi A i *akó, dobār, prštěn, organizacija* u grupi B) trebali pronaći pravilno naglašenu riječ. U trećemu zadatku trebali su odrediti naglašeni slog glagola *kazati* i navesti sve naglaske koji bi, prema pravilima o raspodjeli naglasaka, mogli stajati na tome, prvome slogu. U grupi B isto je trebalo učiniti s glagolom *postojati*. U četvrtome zadatku trebalo je navesti naglaske koji bi, prema pravilima o raspodjeli naglasaka, mogli stajati na tome, unutarnjem slogu i zaokružiti pravilno naglašenu riječ *proizvodnja*. Peti zadatak glasio je: *Naglasci se razlikuju s obzirom na a) boju glasa, b) jačinu glasa, c) visinu glasa, d) raspon glasa*. U šestome je zadatku zaokruživanjem jednog od ponuđenih odgovora trebalo odgovoriti na pitanje upućuje li znak iznad *i* u pridjevu *r dnī* na naglašeni ili nenaglašeni, kratki ili dugi izgovor. U sedmome zadatku učenici su slušno prepoznavali standardno naglašene riječi (*kāj, žèna, drāg, prīmjer, svōj*), što je u ovome istraživanju podrazumijevalo sustav s četirima naglascima: dugosilaznim (DS), kratkosilaznim (KS), dugouzlaznim (DU), kratkouzlaznim (KU) i zanaglasnom dužinom. Učenici koji su na nastavi hrvatskoga jezika učili o naglascima, naglaske su bilježili na uvriježen način: *â* (DS), *ä* (KS), *á* (DU) i *à* (KU), a učenicima koji dotad na nastavi hrvatskoga jezika nisu obradili nastavnu jedinicu *Naglasak* to je bilo pojašnjeno prije početka ispitivanja i znakovi za naglaske bili su ispisani na ploči tijekom rješavanja ispita znanja. U posljednjem zadatku trebalo je poslušati dva izgovora iste riječi (*problēm – problem, òdrèden – određen, imati – imati, pročítati – pročitatati, òblaziti – dolaziti, Žèljela=sam tō zà=sebe. – Ž'eljela=sam t'ò za s'ebe.*) i prepoznati standardni izgovor. Drugi, nestandardni izgovor podrazumijevao je da su riječi izgovorene dinamičkim (udarnim) naglaskom, koji je značajka naglasnoga sustava područja na kojemu stanuju ispitanici, odnosno stanovnici grada Zagreba (Kapović, 2004; Pletikos, 2008 i dr.). U zadatcima slušnoga prepoznavanja koristio se govorni materijal koji je u programu Praat (Boersma i Weenink, 2014) snimio jedan od autora rada. U zadatcima su se koristile riječi iz Hrvatskoga čestotnoga rječnika (Moguš i dr., 1999) (prvih 300 naglašanih riječi) i sve su riječi bile u kanonskome obliku (zastupljene su imenice, glagoli, pridjevi, zamjenice i brojevi). U vrednovanju učeničkih ispita bila je primijenjena standardna peteročlana ljestvica vrednovanja (Fuchs, Vican, i Milanović Litre, 2011), s pragom prolaznosti od 50 posto, jer se viši pragovi prolaznosti (do 75 posto) primjenjuju na višim razinama obrazovanja (Novak-Milić i Barbaroša-Šikić, 2008). Ispite je vrednovao jedan od autora rada.

Rezultati Dokumenti

U *Nacionalnom okvirnom kurikulumu* nastavni predmet hrvatski jezik dijelom je jezično-komunikacijskoga područja (Fuchs, Vican, i Milanović Litre, 2011). U njemu su istaknuti odgojno-obrazovni ciljevi toga područja i navedena je predmetna struktura. Učenička su postignuća podijeljena u tri obrazovna ciklusa, a sedmi i osmi razred čine treći ciklus. Svaki je ciklus podijeljen na četiri dijela: slušanje, govorenje, čitanje i pisanje. Nekoliko je smjernica unutar govorenja: "pripremanje za govorenje, primjenjivanje strategija za govorenje, ostvarivanje govorenja, govorenje s potrebom i zadovoljstvom" (Fuchs, Vican, i Milanović Litre, 2011, str. 67-68) itd. Predmet ovoga rada, pravogovor, dijelom je smjernice u kojoj se govori o ostvarivanju govorom: "učenici će (...) ovladati u govoru pravogovornom normom i rječnikom u skladu s dobi (...)" (Fuchs, Vican, i Milanović Litre, 2011, str. 68).

Na tu se smjernicu nadovezuje tekst *Nastavnoga plana i programa za osnovnu školu* u kojem jedna od zadaća nastavnoga područja jezično izražavanje jest: "stvaranje navika uporabe pravogovornih (ortoeopskih) i pravopisnih (ortografskih) norma" (Vican i Litre, 2006, str. 25). U istome je dokumentu razrađena nastavna jedinica *Naglasak* čiji su ključni pojmovi vrsta naglasaka u hrvatskome jeziku i mjesto naglasaka u naglašenoj riječi, a obrazovna su postignuća sljedeća: "prepoznati i prema uzoru pravilno rabiti naglaske u govorenju i čitanju; postupno određivati naglasna obilježja: mjesto, dužinu i ton u tipičnim riječima; pravilno čitati naglasno označene riječi; osvijestiti razliku između vlastitoga i književnoga naglasnoga sustava" (Vican i Litre, 2006, str. 43).

Udžbenici i priručnici

Obrazovna postignuća navedena u *Nastavnome planu i programu* pronalaze se u obrazovnim zadaćama priručnika za nastavnike. Tako u priručniku za učitelje hrvatskoga jezika uz udžbenik *Hrvatska krijesnica 7* nalazimo gotovo jednake obrazovne zadaće: "Učenik će: prepoznati vrste naglasaka u hrvatskome jeziku, pravilno rabiti naglaske u govorenju i čitanju, postupno određivati naglasna obilježja: mjesto, dužinu i ton, pravilno čitati naglasno označene riječi, osvijestiti razliku između vlastitoga i književnoga naglasnog sustava" (Tunuković i Lauš, 2014, str. 34). U priručniku s CD-om za učiteljice/učitelje hrvatskoga jezika uz udžbenik *Riječi hrvatske 7* primjećuje se sužavanje obrazovnih zadaća: "Učenik će prepoznati i razlikovati naglaske; pravilno naglašavati riječi, pravilno označavati naglaske u riječi; razlikovati naglašene i nenaglašene riječi" (Družijanić Hajdarević i sur., 2014, str. 90). Najviše se promjena zamjećuje u priručniku s CD-om uz udžbenik *Volimo hrvatski! 7* jer su obrazovne zadaće ovako postavljene: "Učenik će: znati da je naglasak isticanje sloga jačinom i visinom; razumjeti razliku između dugih i kratkih slogova te silaznih i uzlaznih tonova naglasaka; zapamtiti način bilježenja i raspored naglasaka" (Rihtarić i sur., 2014, str. 71).

Kako bi se postigle navedene obrazovne zadaće, autori su sadržaj nastavne jedinice *Naglasak* u udžbenicima izložili u pet tema, bilo da su ih naznačili bilo da se samo implicitno naslućuju (Prikaz 1).



Prikaz 1. Teme nastavne jedinice *Naglasak*

U svim su udžbenicima četiri naglasaka središnja tema. Pravila raspodjele naglasaka (pravila naglašavanja ili raspored naglasaka) i naglašeni slog u trima su udžbenicima (izuzev u udžbeniku *Hrvatski jezik 7*) druge dvije važne teme. U udžbenicima *Hrvatska krijesnica 7* i *Hrvatski jezik 7* znakovi ili naglasak uvodna su tema, a u udžbenicima *Riječi hrvatske 7* i *Volimo hrvatski! 7* u *Naglasak* se uvodi slogom ili slogotvornim ustrojem riječi. Najviše se razlika uočava u završnoj temi, koja je u svim udžbenicima drukčija.

Nastavnici

Izdvojimo li razmišljanja u kojima se nastavnice slažu više od 50 posto (55,56 posto), pokazuje se da je u njihovoj nastavi govor osrednje zastupljen (3), a da su gramatika i pravopis više zastupljeni (4). S druge strane, željele bi da pravopis bude zastupljen u najvećoj mjeri (5). Nadalje, njih 66,67 posto u poučavanju naglasaka više prednosti daje praksi, a manje teoriji. Suglasnost od 88,89 posto uočava se u stavu da vrijeme koje je *Nastavnim planom i programom* predviđeno za poučavanje standardnoga naglasnog sustava nije dostatno. Da nastavna jedinica *Naglasak* nije u skladu sa spoznajnim mogućnostima učenika, misli 66,67 posto nastavnica. Tomu mišljenju uprkos 77,78 posto nastavnica ipak smatra da je ta nastavna jedinica potrebna te da je ne bi trebalo izostaviti iz *Nastavnoga plana i programa*, a u istome se postotku slažu u tome da su nastavnicima potrebne dodatne upute u poučavanju naglasaka. Naposljetku, svaka druga nastavnica smatra da učenici dobro vladaju spoznajama o naglascima, ali ne jednako dobro samim naglascima, a 55,56 posto nastavnica općenito je zadovoljno načinom na koji poučava naglaske i uspjehom učenika.

Učenici

Prikažemo li učenička postignuća onako kako se to u školama obično čini – ocjenom, rezultati (Prikaz 2) ukazuju na to da je negativnu ocjenu dobilo više od polovine

učenika (58,97 posto učenika ciljane skupine i 67,65 posto kontrolne skupine). Nijedan učenik ciljane skupine nije dobio odličnu ocjenu.

Prikaz 2

Nakon što je vrijednošću hi-kvadrat testa sukladnosti s normalnom distribucijom ($\chi^2(3, N=73) = 17,53; p < ,01$) potvrđeno da mjerene vrijednosti nisu u skladu s normalnom raspodjelom, učinjen je novi hi-kvadrat test. Iz vrijednosti toga hi-kvadrat testa ($\chi^2(1, N=73) = 0,586; p = ,44$) dobiveno je da razlika između učenika ciljane i učenika kontrolne skupine na varijabli *Uspjeh na ispitu* nije statistički značajna.

Bez obzira na statistički izračun, podatak o uspjehu učenika u pojedinim zadacima (Tablica 1) i njihovi pojedini odgovori mogu biti korisni nastavnicima u poučavanju naglasaka i učenicima u ovladavanju spoznajama o naglascima.

Tablica 1
Uspjeh učenika u pojedinim zadacima

redni broj zadatka	vrsta zadatka	učenici bez znanja o naglascima n=34	učenici sa znanjem o naglascima n=39
1.	rastavljanje riječi na slogove	76%	79%
1.		35%	45%
3.	utvrđivanje naglašenoga sloga	29%	46%
		32%	46%
2.		32%	54%
3.	poznavanje pravila naglašavanja	0%	23%
4.		0%	10%
		11%	29%
5.	teorijsko znanje o naglascima	3%	18%
6.		0%	0%
		2%	9%
	slušno prepoznavanje standardnih naglasaka	50%	43%
7.	KS	68%	56%
	KU	29%	18%
	DU	29%	33%
	DS	74%	65%
8.	razlikovanje standardno od nestandardno naglašenih riječi	74%	92%
8.	razlikovanje standardno od nestandardno naglašene rečenice	24%	72%

Primjerice, u prvome se zadatku od učenika tražilo da riječi kanonskoga oblika podijele na slogove, što je ispravno učinilo 76 posto učenika kontrolne skupine i 79 posto učenika ciljane skupine. S najmanje uspjeha učenici su podijelili na slogove imenicu *vrijeme* (6 posto učenika kontrolne skupine i 22 posto ciljane skupine) i

zamjenicu *on* (19 posto kontrolne skupine i 29 posto ciljane skupine). Nakon toga, u prvome i trećemu zadatku tražilo se da utvrde naglašeni slog, u čemu je uspjelo 32 posto učenika kontrolne skupine i 46 posto učenika ciljane skupine. Najlošije rezultate ostvarili su u zadatcima kojima se provjeravalo poznavanje pravila naglašavanja i teorijsko znanje o naglascima, što je riješilo svega 29 posto, odnosno 9 posto učenika ciljane skupine. U sedmom su zadatku učenici slušali standardno naglašene riječi i bilježili naglaske. To je ispravno učinilo 50 posto učenika kontrolne skupine i 43 posto ciljane skupine. Promotri li se naglasci zasebno, rezultati su sljedeći: riječi s dugosilaznim naglaskom točno je zabilježilo 65 posto učenika ciljane skupine prema 74 posto učenika kontrolne skupine, riječi s kratkosilaznim 56 posto prema 68 posto, riječi s dugouzlaznim 33 posto prema 29 posto, a riječi s kratkouzlaznim naglaskom 18 posto prema 29 posto. Standardno su naglašenim riječima u posljednjem, osmome zadatku, pridodane nestandardno naglašene riječi (ostvarene s jednim, dinamičkim naglaskom), koje je, kao nestandardne, eliminiralo 92 posto učenika kontrolne i 74 posto učenika ciljane skupine. Učenici obiju skupina najviše su se kolebali u vezi s prenošenjem ili neprenošenjem naglasaka na proklitiku i enklitiku (u rečenici *Željela sam to za sebe*) i u vezi s glagolom *imati*.

Kako su učenici kontrolne skupine slušno bolje razlikovali standardne od nestandardnih naglasaka, u analizu je bilo potrebno uključiti druge varijable. Govoreći o pravogovoru, nezaobilazno je podrijetlo učenika, odnosno njihovih roditelja jer je ono moglo utjecati na slušno prepoznavanje naglasaka (8. zadatak). Naime, pretpostavka je da će učenici čiji su roditelji podrijetlom sa štokavskoga govornog područja biti uspješniji u tome dijelu ispita. Iz podataka (pitanja postavljenoga u uvodnome dijelu ispita znanja za učenike) proizlazi da je manje od pola standardnih riječi (1 – 3) slušno prepoznalo 9 učenika čiji roditelji nisu sa štokavskoga govornog područja i 16 učenika čiji jesu, a više od pola (4 – 6) riječi prepoznalo je 19 učenika čiji roditelji nisu i 25 učenika čiji roditelji jesu štokavci. Međutim, statistički izračun ($\chi^2 = 0,341, p=0,56$) ne ukazuje na statističku značajnost na varijabli *Podrijetlo roditelja*.

Rasprava

U Nacionalnome okvirnom kurikulumu i Nastavnome planu i programu govorna i pisana komunikacija na prvome su mjestu odgojno-obrazovnoga procesa. Od učenika se očekuje prepoznavanje i pravilna uporaba naglasaka u govorenju i čitanju, postupno određivanje naglasnih obilježja u tipičnim riječima, pravilno čitanje naglasno označenih riječi i osvješćivanje razlike između vlastitoga i standardnog naglasnog sustava.

Pojedini autori priručnika za nastavnike hrvatskoga jezika slijede te obrazovne zadaće, a drugi ih autori izmjenjuju. Tako, primjerice, Družijanić Hajdarević i sur. (2014), kao i Rihtarić i sur. (2014) u obrazovne zadaće uvode teorijsko znanje o naglascima, što nije potpuno u skladu s dokumentima, ali se može shvatiti kao osnova za razumijevanje naglasaka, koja ne dokida Težakovu preporuku o davanju prednosti

praksi u osnovnoj školi. Udžbeničke se smjernice u obradi naglasaka također odnose na pisanje i na govorenje. Okvirno je pet tema od kojih je središnja tema (četiri naglasaka sa zagnaslom dužinom) zajednička autorima svih udžbenika, a u ostalim (početnim i završnim) temama uočavaju se razlike. Slijedom toga možemo zaključiti da su udžbenici izrađeni na temelju dokumenata, ali se konkretno znanje koje je u njima izloženo s njima samo djelomično podudara.

Učitelji hrvatskoga jezika prednost daju pravopisu i gramatici u odnosu na pravogovor. Iako se to ne može opravdati dokumentima, oni idu korak dalje te više od pola njih tvrdi da bi najviše pozornosti dali pravopisu kada bi to mogli jer smatraju da dokumentima nije predviđeno dovoljno vremena za ostvarivanje zadaća naglasne jedinice *Naglasak*, da su spoznajne mogućnosti učenika manje te da su nastavnicima potrebne dodatne upute o poučavanju naglasaka. Na važnost pozitivna stava učitelja podsjećaju Alerić i Gazdić-Alerić: "Ako je stav budućih poučavatelja – odgojitelja, učitelja i nastavnika hrvatskoga jezika – prema onome što će poučavati pozitivan, sigurno će pridonijeti i izgrađivanju pozitivnoga stava u onima koje će poučavati, a time i vlastitoj uspješnosti, ali i uspješnosti onih koje će poučavati" (Alerić i Gazdić-Alerić, 2009, str. 8). Međutim, s obzirom na stav učitelja dobivenih u ovome istraživanju o potrebi poučavanja nastavne jedinice *Naglasak*, mišljenja da učenici dobro ovladavaju spoznajama o naglascima, kao i općega zadovoljstva učeničkim uspjesima, možemo prije reći kako je stav učitelja dijelom utemeljen na vlastitome dojamu, a dijelom na poznavanju i razumijevanju obrazovnih zadaća, predviđena vremena, učeničkih sposobnosti i dr.

Na kraju, promotrimo obrazovne zadaće s obzirom na učeničke rezultate. Postupnost određivanja naglasnih obilježja ispitana je prvim četirima zadacima. U prvome je zadatku ispitano utvrđivanje naglašenoga sloga ili mjesta naglasaka, što je pravilno učinilo 35 posto učenika kontrolne skupine i 45 posto učenika ciljane skupine. U dosadašnjim sociofonetskim istraživanjima rezultat je znatno bolji – 75 posto prema Vrban Zrinski i Varošaneć-Škarić (2004) i gotovo 80 posto prema Pletikos Olof, Vlašić Duić, i Martinović (2016). Ta bi se razlika u rezultatima mogla povezati s činjenicom da su oba prethodna istraživanja provedena na sveučilišnoj razini, odnosno da je utvrđivanje mjesta naglasaka manje izazovno za studente nego za učenike u osnovnoj školi. Iako je pravilno utvrđivanje slogova osnova u naglašavanju riječi, ono nije istaknuto u obrazovnim zadacima, kao ni u priručnicima za nastavnike, ni u dokumentima. Slog se, točnije govoreći, spominje samo prilikom određenja naglasaka u jednome udžbeniku i priručniku za učitelje. Kada je riječ o prepoznavanju naglasaka, učenici ciljane skupine najuspješnije su prepoznali silazne naglaske (65 posto DS i 56 posto KS), a zatim uzlazne naglaske (33 posto DU i 18 posto KU). Također su u prvome zadatku s najmanje točnosti učenici utvrdili riječ s KU naglaskom (*imati*). Rezultati prethodnih istraživanja na studentskoj populaciji također su pokazali da se znatno uspješnije prepoznaju silazni (86,03 posto DS i 80,67 posto KS) naglasci od uzlaznih naglasaka (65,52 DU i 61,25 posto KU) (Vrban Zrinski i Varošaneć-Škarić, 2004), odnosno da su u percepciji silaznih naglasaka (76,41 posto DS i 63,78 KS) malo točniji nego u

percepciji uzlaznih (63,03 posto DU i 57,67 posto KU) (Pletikos Olof, Vlašić Duić, i Martinović, 2016). Posljednja obrazovna zadaća, odnosno usporedba standardnoga i vlastitoga naglasnog sustava izrijekom je zabilježena samo u jednome od udžbenika, iako je važnost imanentne, primarne gramatike istaknuta i u suvremenim znanstvenim radovima (Alerić, 2006). Opći rezultat od 41 posto učenika ciljane skupine u odnosu na 32 posto učenika kontrolne skupine koji su postigli pozitivnu ocjenu na ispitu nedovoljan je da bi se moglo smatrati da je stečeno znanje rezultat obrazovnoga procesa. Rezultati istraživanja nisu ukazali ni da se učenički rezultati mogu dovesti u vezu s podrijetlom roditelja ispitanih učenika. Jedno od mogućih pojašnjenja tih spoznaja mogu biti govorne navike učenika koje su „neusklađene s književnom normom” i od kojih se učenici „ne mogu odlijepiti” (Težak, 1996, str. 44).

S obzirom na neostvarivanje obrazovnih ciljeva, na što upućuje ovo i druga istraživanja, kao i anketirani nastavnici, čini se da su obrazovne zadaće uz nastavnu jedinicu *Naglasak* prezahtjevne za učenike te dobi. Primjerenije bi bile sljedeće zadaće: [učenik će] “znati da je naglasak isticanje sloga jačinom i visinom” (Rihtarić i sur., 2014, str. 71), “pravilno označavati naglaske u riječi” (Družijanić Hajdarević i sur., 2014, str. 90), “zapamtiti način bilježenja i raspored naglasaka” (Rihtarić i sur., 2014, str. 71), “osvijestiti razliku između vlastitoga i književnoga naglasnog sustava” (Tunuković i Lauš, 2014, str. 34). Nakon što se ostvare te obrazovne zadaće, može se nastaviti sa zahtjevnijima: [učenik će] “postupno određivati naglasna obilježja: mjesto, dužinu i ton” (Tunuković i Lauš, 2014, str. 34) i/ili “razumjeti razliku između dugih i kratkih slogova te silaznih i uzlaznih tonova naglasaka” (Rihtarić i sur., 2014, str. 71). Navedeni rezultati pokazuju da je stanje na osnovnoškolskoj razini na tragu stanja na sveučilišnoj razini i u radu s profesionalnim govornicima. Bilo bi potrebno snažnije povezati učenikov prvotni, polazni naglasni sustav, sa sustavom standardnoga jezika i poboljšati svijest i edukaciju budućih učitelja o toj temi.

Zaključci

Ovim pilot-istraživanjem pokušali smo utvrditi vezu četiriju sastavnica nastavnoga procesa: dokumenata ili *Nacionalnoga okvirnog kurikulum* i *Nastavnoga plana i programa*, udžbenika i priručnika za učitelje, nastavnika i učenika. U tome su kontekstu oblikovana četiri cilja istraživanja, a došli smo do sljedećih odgovora. Prema dokumentima, pravogovor i pravopis trebaju biti jednako zastupljeni u nastavi hrvatskoga jezika. Od učenika se očekuje prepoznavanje i pravilna uporaba naglasaka u govorenju i čitanju, postupno određivanje naglasnih obilježja u tipičnim riječima, pravilno čitanje naglasno označenih riječi i osvještavanje razlike između vlastitoga i standardnog naglasnog sustava. Konkretno spoznaje kojima bi se učenici doveli do ovladavanja tim zadaćama u trima od pet tema razlikuju se od udžbenika do udžbenika, a razlike se primjećuju i u usporedbi s propisanim dokumentima. Od dokumenata odstupaju i sami učitelji jer prednost daju nastavi pravopisa (i gramatike) u odnosu na nastavu pravogovora. Na kraju, rezultati dviju skupina učenika ne

pokazuju da je njihovo znanje odraz obrazovnoga procesa, ali ni njihova porijekla.

Ono što u ovome istraživanju nije učinjeno, te ostaje kao smjernica za buduća istraživanja, najprije je uključivanje obrazovnih zadaća koje se tiču proizvodnje naglasaka (u čitanju i govorenju), jer je ovo istraživanje usmjereno na teorijske spoznaje o naglascima i slušnu procjenu (percepciju) naglasaka. Smjernica također može biti prožimanje spomenutih sastavnica, tj. u buduća istraživanja mogu se uključiti iste sastavnice (dokumenti, udžbenici, nastavnici i učenici), ali ih treba staviti u međudnos koji uključuje konkretan udžbenik kojim se nastavnik koristi, stav konkretnoga nastavnika prema nastavnoj jedinici i završno učenikovo znanje. Dodatna se pozornost može dati samomu učitelju, te se može ispitati je li učitelj izgovor standardan, koliko učestalo ispravlja učenički govor (ispravlja li učenike samo tijekom obrade nastavne jedinice *Naglasak* ili ih ispravlja sustavno, bez obzira na nastavnu jedinicu), jesu li u nastavi zastupljeni dijalektalni tekstovi izvornoga izgovora, povezuje li u nastavi dijalektologiju sa standardologijom i sl. Buduća istraživanja svakako bi trebala biti sustavnija, što bi podrazumijevalo veći uzorak učenika iz različitih škola diljem Hrvatske. Ako bi se pokazalo da učenici i/ili nastavnici neštokavci postižu lošije rezultate, trebalo bi razmotriti prilagođavanje priručnika neštokavcima, tj. osvješćivanje različitosti polaznih idioma govornika. To bi bilo i u skladu s tvrdnjom nastavnica o nužnosti dodatnih uputa za nastavnike o poučavanju naglasaka. Uzorak ispitivanja mogao bi se prošiti uključivanjem učitelja svih nastavnih predmeta jer njihov govor također može utjecati na govor učenika.

Ubuduće bi trebalo u ispitu znanja za učenike rabiti popis riječi prema njihovu uzrastu. Naime, uporaba popisa riječi prema Hrvatskome čestotnome rječniku čini se manjkavom jer je nelogično poučavati koje je kvalitete naglasak, primjerice, imenice *organizacija*, što je 154. riječ prema čestotnosti, prije nego to učinimo s imenicama *djeca*, *nebo* i *more*, koje su 156., 158. i 159. riječ, kao i brojni drugi primjeri. Činjenica da nema podataka s kojima bi se mogli usporediti podatci dobiveni u ovome pilot-istraživanju, ukazuje na potrebu novih, sustavnijih istraživanja na osnovnoškolskome uzrastu ispitanika i rječniku primjerenom toj dobi kojima bi se dobiveni rezultati provjerili i nadogradili. To bi učiteljima moglo biti od koristi u pristupu i obradi nastavne jedinice *Naglasak*.