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MULTIPLE FUNCTIONS OF THE 18TH CENTURY GRAMMAR BOOKS IN SLAVONIA

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***Summary** - The paper is about grammar books of Slavonian authors B. Tadijanović, A.M. Reljković and M. Lanosović. In various resources these grammar books have been referred to as linguistic work, while in this paper they are referred to as handbooks for learning both a foreign language and the mother tongue, while at the same time containing some textbook elements.*

***Key words:** grammar; the Croatian language, handbook, learning*

INTRODUCTION

Having been liberated from the Turks, Slavonia became a region of major migrations. It was divided into the civil and the military area. A part of it was added to Hungary and the other part was transformed into a special border administration. As a result of this, Slavonia had one state border between the Habsburg Monarchy and Turkey, another between Croatia and Slavonia, and the third border between the provincial and military area of Slavonia which differed in the administrative and social status. The culture and architecture had been greatly influenced by the military. Various towns were established in which the settlers started economic activities, while the villages were founded along the major roads. German became the language used by the educated people. In Slavonia, people could belong only to these two categories: European cultural circle or Turkish/eastern cultural circle. As well as in the 17th century, those who brought enlightenment to the region or who were teachers came from the Franciscan and Jesuit orders. Since the absolute au-

thority was reserved towards the church, in the second part of the 18th century the military authority took over education as well. Only a few schools were German-Illyrian¹, which depended on the teachers. It was only towards the end of the 18th century that the military authority allowed the local people to be teachers. They were mostly retired officers with modest knowledge and low salary.

There emerged a need for books and textbooks, especially the linguistic ones. Therefore, in Slavonia, in the second half of the 18th century, within the period of 34 years, 8 editions of three grammar books were printed. Their authors, all Slavonian, were: Blaž Tadijanović, Antun Matija Reljković and Marijan Lanosović. These grammar books were bilingual, one component being the German language. While describing German, the authors were also describing Croatian and were pointing to its rules, characteristics and also included various materials which served as a way to teach about the language. The analysis of the structure of the three Slavonian authors' grammar books puts forward didactic features, instructions for linguistic (primarily grammatical) components acquisition, as well as linguistic expression.

GRAMMAR BOOK BY BLAŽ TADIJANOVIĆ

Revealing the memorial plaque to Blaž Tadijanović (1728-1797), a Franciscan born in Rastušje, Josip Vončina said: "Blaž Tadijanović was motivated to write by a deeply humane and noble wish to provide the first lessons of reading and writing for his compatriots, many of which were not acquainted with the world of books, as well as to make linguistic communication easier for them in new, temporary, but harsh life conditions imposed upon them while they were forced to live in a foreign country." (Vončina, 1981; p.155). He was referring to Tadijanović's work *A little bit of everything (Svašta po malo (Magdeburg, 1761, Troppau, 1766))*, written in Croatian and German, in which the author addresses the reader directly (written in the second person singular).² The book has a small format and contains 214 pages, structured as follows: *Foreword, Writing and orthography, Dictionary, Conversations, Letters, The list of titles, Multiplication table.*

In the very *Foreword* Tadijanović explicitly states the purpose of his book as well as his belief that a language should be learned following the principle "So learn to speak your own language properly, and do not steal words from other

1 Until national revival, one-syllable terms prevail in naming Croatian language, the most frequent ones being Croatian, Slavic, and Illyrian. There are also more specific names: Dalmatian, Slavonian, Croatian, Bosnian. (Stolac, 1996)

2 Original title of the first edition was: *Shvaschta po malo, iliti kratko sloxenyje immenah, i ricsih u illyrski, i nyemacski jezik kojexloxi Blax Taddianovich, Franciscan Thaborski, i Suxanyah Czeřarskih Duhovni Suxbenik. U Magdeburgu shtampano po Ivan Misku Prüferu, 1761.*

languages” He was aware that his readers were poorly educated so he often offered methodological instructions for learning and amusingly showed a mentor’s impatience when he said: *So, here I mark this with a symbol, memorize it well and do not bother me again with your questions*. It was written in *štokavska ikavica*, where *ikavica* of his home region prevails. The very title of the grammar book *A little bit of everything* slightly suggests its content and by glancing at its structure from today’s point of view we may wonder about the multiplication table in a grammar book. Apart from Tadijanović’s grammar book, a multiplication table was also found in a 17th century dictionary – Habelić’s *Dikcionar* from 1670. This also raises the question of the then accepted notion of scientific interweaving of various social and natural sciences areas for which the 20th century required clear methodological boundaries, while the 21st century highly values an interdisciplinary approach. It is evident from the *Foreword* that Tadijanović included didactic conversations into his book and, by doing so, assigned it textbook and handbook function. He referred to language as Illyrian, famous and mother tongue, and remained within the naming tradition of the 18th century Croatian language. After the *Foreword*, in *Notification* he wrote about German writing and sounds. He explained German pronunciation, his parameter being Latin pronunciation. There is an interesting explanation of German sentence syntax and the position of determiners, where he, comparing it to a Croatian sentence, concluded that we ‘*speak much shorter sentences*’, which is an expected conclusion of beginners when they realize that Croatian does not have a determiner, while German does. Graphic system which Tadijanović used had ‘simplicity, consistence and clarity, so there are no doubts while reading’ (Tafrá 1991:102). He was consistent in writing the sound /h/, and wrote it also as a sign for the length of vowels. There was some ambiguity in writing the sounds /ć/ and /č/, while for the sound /ž/ he used a grapheme x. The book also contains orthographic rules, punctuation, hyphenation and the rules on capital letter writing. Although his statement ‘write as you read’ was frequently mentioned, it is about hyphenation of words, not an orthographic principle. He believed that nouns should be written in capital letters, under the influence of the German language, and stated other rules about capital letter writing. He emphasized the importance of capital letter writing and advised to check with other books when reading because even better educated people used to make mistakes regarding that matter. It is evident that Tadijanović was concerned with linguistic practice, not a mere reproduction of rules. He provided an inaccurately written example and then another, properly written one, which shows the author’s intention to pave the way for learning by practice. By emphasizing subtitles (e.g. NB) he emphasized certain content. An abbreviation takes on a methodological function of warning and emphasizing important content. In modern textbooks it would be methodologically marked as *Remember!* or *Learn!* He wrote examples in italics, which made the content clearly presented, and he also assigned numbers to the rules.

The dictionary was organized into the semantic fields (there are phrases, syntagmas, and even sentences). The first column is in Croatian, and parallel to it there is a column with translation into German. The dictionary is organized into four parts. The first part begins with *About God and spiritual matters* and is followed by fields concerning spiritual and secular life. The second part begins with adjectives, followed by adverbs, and sorted by meaning. The third part begins with the words that come before *names*. The fourth part contains verbs in the infinitive form, sorted by meaning. It is evident from all the above that the first part was semantically organized, while others were organized into grammatical and syntactic categories. Since the dictionary comes before grammatical section and after the orthographic section, we can infer his method of learning. In order to learn another language, one should first learn one's mother tongue properly, expand vocabulary and acquire general knowledge of the world and life. "However, unlike modern authors, who immediately put forward the pragmatic role of thesaurus in avoiding repetition, vocabulary expansion or making and solving puzzles, authors in the past believed that thesaurus helped gaining encyclopaedic knowledge; that is, revealing the hidden order behind the linking of words, thoughts and things." (Nikolić-Hoyt, 2004:10). Synonymy is a characteristic of a dictionary, and its presence and interest is functionally methodological. There is a nice example of the usage of the syntagma *Mlado lito* (in Croatian *mlado* means *young*, while *lito* means *summer*; but can also mean *a year*.) It was used by Tadijanović, but has also been revived in the modern time: *New Year*. Nowadays so frequently mentioned gender-based words were widely used by Tadijanović: *fiancé*, *groom*, *widower* and *fiancée*, *bride*, *widow*. He often put Turkish words into the first place because they were probably used more frequently, but also instructed on which words should replace them: *ćuprija* – *most* (bridge), *sokak* – *ulica* (street).

The grammar book contains only 14 pages. Tadijanović wrote about six grammatical cases of singular and six cases of plural, but did not name them (by number or word). He explained declension by using an example for which he carelessly used the noun *father*, not only because of its declension, but its meaning, as we can see in the fourth question: *For example: You ask me, who is that? I say: Father. Whose is that? Father's. Who are you taking this to? To father. Who did you kill? Father. Who are you calling? Father, oh father! Who are you coming from? From father.* Declension forms of the pronoun *who* were incorporated into sentences by certain government, they described a grammatical case, helped learning and acquiring grammatical cases. Nowadays we use the same practice and "grammatical case questions" are circulating among our students. The second and sixth grammatical cases differ only in the usage of the adverb *from* in the sixth case; therefore, the locative and the instrumental were not noted. We can see that Tadijanović introduced the sixth case, under the influence of Latin grammar books. The nouns have three declensions, determined by gender. For the first declension he gave an example of the noun *otac* (*father*), for the second one the

example *mother*, and for the third one the noun *kolo* (*dance /wheel*). Again, he was not careful enough in choosing the examples of these nouns; nouns *majka* (*mother*) and *otac* (*father*) have special declension, and for Tadijanović, the noun *kolo* has a plural form with s-based declension – *kolesa*. The fourth and fifth declensions refer to the declension of personal pronouns. He did not mention the vocative for things. *Rič* (*to say*) is a verb and, as LJ. Kolenić (Kolenić, 2003) noticed, Tadijanović offered the best definition of a verb in grammar books of that time. He identified the present tense, imperfect tense, perfect tense and future. He did not mention verbal aspect, verbal voice or verbal mood. Although he was acquainted with Latin names of verb tenses, his choice was to use Croatian terminology, which shows his intention to adjust to those who were to use his grammar book. After this, 22 *Conversations* follow. These are the examples of everyday conversations used in various situations. Although Tadijanović stated he that he would present these conversations in order to help his readers learn German quickly, he at the same time taught Croatian on communicative level. In order to learn German, students had to learn their own mother tongue or expand their own linguistic competence. The conversations were both the material for learning how to read Croatian and to improve reading skills, and a model for engaging in conversations in Croatian. They have two structures: the first conversations are answers and questions organized by their theme, while the second part of conversations consists of multiple answers or questions, which provides an opportunity for variously structured conversations. This kind of organization is an example of how a text can be applied as an exercise in many situations. Here are the examples for both types of text: *Where is he going? Where are you going, brother? /.../ He is going home. I am going to church. We are coming from the field.* These examples enabled a multiple combination of answers, as well as intonation of a pleasant or unpleasant conversation. They differed from conversations which were firmly organized and closed, such as a conversation about a visit: *My friend, where is your master? / Is he still sleeping? / No, master, he has already woken up. / Has he got up yet? / No, master, he is still in bed.*

Tadijanović offered 20 proverbs with communicative function, so this part has an advisory intonation. He actually advised readers to use the proverbs in everyday situations. He started from what was familiar to ordinary people and what they could incorporate into their conversations, and that familiar content meant proverbs which belonged to oral tradition. Some varieties of those old proverbs are still used nowadays. Their form is different, but the meaning has been retained, such as in the following two examples: *people who keep quiet really know a lot; it is better to think well before saying anything, etc.*

The book contains three examples of letters (an application and a reply, a request for a reply, a thank-you letter). By their form and content they belonged to typical forms of written communication of that time. They were presented in the form of school activities with empty spaces which a reader could supply with his/her own personal data. The examples and organization of this part were typical of

a handbook for business correspondence. The *List of titles* which follows had a function of teaching how to engage in polite and linguistically accurate social communication. Addressing people politely indicates a person's good manners, while in the 18th century mistakes were a sign of great rudeness. Maybe Tadijanović chose the titles which the captured border guards and common people would need most, so he left out some titles, such as the way to address the Pope. He began the list with the most highly ranked officers and moved to the lowest ranked ones (*Proftomu Soldatu*).

Tadijanović's book was legitimately called *A little bit of everything*, since it was actually an educational manual which contained both linguistic and general knowledge content. Tadijanović's concept of language learning held the lexical basis as the starting point of language acquisition. He ranked the lexical level higher than grammatical level, while only briefly mentioning the syntax. He did not burden beginner learners with rules and definitions, but provided examples which enabled learning on communicative level.

GRAMMAR BOOK BY MATIJA ANTUN RELJKOVIĆ

Reljković (1732-1798) was the author of the most comprehensive Slavonian grammar book the title of which was *A New Slavonian and German Grammar Book*. On the front cover, all other information was written in German³. Reljković lived to see three editions of his grammar (Zagreb, 1767; Vienna, 1774 and 1789), which was a book of small format containing 590 pages. Croatian-German grammar was written in *štokavska ikavica* (only some short parts were written in Latin). In the part of grammar written in Croatian, he used the Latin script, while the German part was written in the Gothic script. The dialect used in it was, as J. Vončina had already noticed (Vončina 1988:88), *posavski ikavski* dialect. The grammar book was dedicated to Francisko Thausz and contained the following chapters: *Dedication, History (foreword), Writing, Morphology, Syntax, Dictionary, Conversations, The Story of Mill Owner and His Son*.

3 *Neue Slavonisch-und Deuthche Grammatick In drech Theile getheilet. I. Theil haltet in sich die Slavonische Orthographie, nebst kurzer Einleitung zu der Deuthen Rechtschreibung. II. Theil zeigt die Etimologie, oder Wort for schung und den Gebrauch der Theilen der Rede. III. Theil lehret Syntaxim, oder die Wortsugung, erstlich insgeim, hernach von jedem Theil der Rede ins besondere. Darnach folget ein Vokabularium, oder Wöworterguch Slavonisch, und Deutsch, nebst einen Auszug der gemeinsten, und im Reden vorkomenden Gesprächen, für die Slavonische Jugend Sowohl, als für die Teutche Liebhaber dieser Sprache heraus gegeben durch MATHIAM ANTONIUM RELKOVICH, Hapf. Kö nigl. Behdem Löbl. Slavoniche Broder Infanterie Regiment angestelsten Obe. Li. Utenant, Zum erstenma aufgelekt. Agram gebruckt durch Anton Jandera p. t. Faeborn 1767.*

Reljković was clear in the purpose of his book – it was to ‘*sustain mother tongue, and to enable the young people in Slavonia to learn the German language as well as German people to learn Slavonian.*’ The most important purpose is to sustain the mother tongue, and then he mentioned other purposes. It was obviously his intention to help people learn the German language, for which he was aware was a foreign language, but he also admitted introducing enlightenment ideas. It is clear that Reljković was deeply aware of the fact that his learners of German did not have sufficient knowledge of their own mother tongue which would facilitate their foreign language learning. He believed that the first step in foreign language learning was mastering the linguistic rules of one’s mother tongue. He was also aware of the difficulties that learners could come across. So, Reljković not only described the Croatian language, but also taught the Croatian language. Grammatical content was not unusual to be found in a dictionary, but here we find examples of conversational bits which were used for mother tongue learning, for learning to read, for the acquisition of linguistic rules and for bringing up young people in general. The conversations were textbook material on both linguistic and educational level. Textbook material consisted of numerous examples distributed throughout the grammar book. In contemporary grammar books there are few examples and they have a descriptive and normative function. Literary discourse examples prevail, while in Reljković’s grammar book they were on the communicative level and had a language learning function and could be applied to real life situations. Undoubtedly, a literary approach to grammar learning did not lead to proper language learning and the knowledge of a language, and modern methodology has already improved in this area (D. Pavličević-Franić, D. Rosandić). A methodological feature of the book is the principle of gradual approach, starting from the simple and moving to the complex. This principle was also applied in the part entitled *Vêrstopis* (the list of 38 words borrowed from Turkish), where he was preoccupied with the most important issue, and that was the influence which the Turkish language had on his mother tongue. It is evident that Reljković remained open to borrowing words from Turkish, but only if a proper equivalent could not be found in the mother tongue. His language purity was inconsistent since it referred only to words borrowed from Turkish, while he remained completely open to borrowing words from German, which again was understandable taking into consideration the circumstances in which he lived as well as the time in which he lived.

Orthography was morphonological, while phonemic system was *novoštokavski*. He should certainly be credited with the expansion of nowadays accepted digraphs **lj** and **nj**. His grammar book enforced the usage of graphemes **c**, **s**, **z**, as well as **j**, **k**, **v**. Reljković also offered instructions for reading and writing. He offered a clear overview of alphabet using a large font of letters, block capitals and their pronunciation below, and then small letters. He increased the type of letters on purpose, knowing that a beginner could learn and recognize letters more easily. For the first time he mentioned learners when he talked about the division of sounds into vow-

els and consonants: “*which students call vowels*”. He achieved a textbook clarity and text comprehension by emphasizing important terms and using a different type of letters – italics. He explained each sound and gave carefully chosen examples to improve reading skills and to learn reading both languages. Some of the examples were: *A a. Adam, Antun, Andria, Anna/B bè Babba beré biber s ’bobom zajedno ù jednu bukaru/ J jota Jakob jednocs jidjashe s ’jozipom janjehju juhu/ P pè Pavao Petra pita poshtofu purre/ S. Shtampatùr joshtère shtièshtoje ushtàmpao, pák sàm i kudi, i poshtuje/ V vè Vashi volovi velikòm vishtinom vodu ù vàrosh vùkù. In modern textbooks global reading often begins with proper names, and the same principle was found in Reljković’s book. The methodology of his examples is found in modern textbooks and handbooks which contain this type of exercises. (S. Težak, 1985)*

He explained three types of word accent (accute, grave and circumflex accent) and gave the rules on how to distinguish and mark them. He noticed that word accent could change the meaning of a word and offered a list of examples, first translated into Latin, then into German (he listed 55 words). Learning how to mark the word accent was definitely not the usual textbook material, so this is how he instructed the learners: *accute – draw the feather from the upper right side down to the left, above the vowel on which the accent falls*. Just like a teacher, he showed how lines should be drawn in order to write a diacritic. This is followed by the rules on writing capital letters, punctuation and abbreviations. Reljković was also influenced by German and Latin and believed that nouns should be written in capital letters. He explained the usage of block capitals, middle and small letters. Block capitals were those in which the first letter of a text was written. Methodological peculiarity lies in the examples by which he shows how to quote the Bible. Orthographic chapters were methodologically and didactically placed, because without them writing would be impossible as well as further advancement through this handbook. He also wrote quite a lot about word hyphenation. We could say he was elaborating in detail if we did not know that there were more of those who could read than write at that time in the past. The first part of this grammar book is hardly bilingual, since German is used only in footnotes.

The second part is the most comprehensive part, entitled *About the way of speaking and analysing words*. It consists of 10 chapters and deals with parts of speech. It mentioned nine parts of speech: determiners, nouns, pronouns, verbs, participles, prepositions, adverbs, conjunctions and exclamations. A determiner is used to mark gender and Reljković stated it was not necessary in Slavonian. The material was first written in Croatian and then in German. Reljković most frequently used deductive approach – starting from a definition, using an example and leading to the peculiarity. Ivo Pranjković thinks his definitions were more or less free or strange (Pranjković, 2000), and considers them to be “simple and unpretentious” (Pranjković, 2000; p.223). This is how Reljković defined verbs and adjectives: *An adjective is a name which is added to the subject and shows whether*

its nature is good or bad, and can say a lot about a thing or a person; A verb is a word which shows what somebody is, does, or withstands, in the present, past or future. Reljković offered grammatical notions of his own time, but the fact is that a lot of incongruity crops up from ‘stretching’ one language system to another language system. In the above given examples we can notice that these definitions were descriptive, and were a starting point for learning. Today this principle is used in lower grades of primary school, when the acquisition of grammar begins. In the chapter on declension the material was put forward in the form of questions and answers, which was a usual practice in European linguistic handbooks at that time. This kind of book composition is a basis for programmed textbooks⁴ and has found an even wider application in the semi-programmed textbooks. Presentation of material organized in this way is much clearer and emphasizes what should be learned. Here is an example: *What is a grammatical case? It is a declension of one word in seven ways.*

He started with nouns. He mentioned seven grammatical cases of singular and seven cases of plural, as well as three genders: masculine, feminine, and unknown. He kept Latin terms for cases, so the sixth case is the ablative, and he simply named the seventh The seventh case. He did not mention the peculiarity of the locative. The ablative was the same as the genitive which always contained an adverb *of*. He mentioned three declensions and classified them according to their ending in the genitive singular (-a, -e, -i). He offered an example for each declension and all grammatical cases, together with a pronoun. There were no grammatical case questions, and the first language was Croatian (e.g. *the Nominative: This father –Ovaj Otac, der Fatter*). He explained verbs in much detail. First he wrote general information: definition, division of verbs into 5 categories (*verbum Activum, Passivum, Neutrum, Reciprocum, Imperfonale*), conjugations, aspects and tenses. He talked of the present, past and future tense and used Croatian words for the currently accepted and used terminology in which international words prevail. Reljković did not mention grammatical case questions but described them trying to help those who could not identify the cases: *The Nominative, denotes a man or a thing saying: this man / The Genitive, changes the last syllable of the nominative denoting whose: of this man / The Dative, who gives something to whom: to this man...*

The third part of the grammar book is *About the Syntax of Words*, which was very comprehensive, unlike those of his fellow grammarians. Reljković turned towards German and regarded it as a model to give rules on word order and word formation. He noticed the mutual dependence of various parts of a sentence and emphasized the importance of practicing that section of language.

4 In programmed textbooks the material is divided and broken down into smallest logical units which are gradually acquired, step by step. They often have a conversational structure. Semi-programmed textbooks do not break down the whole material into smallest units.

In the part entitled *Humorous answers and The Way to Say No Properly* Reljković discussed sentences which expressed impoliteness. These were not only examples for the syntactic system acquisition. He made an effort to encompass life in general on the linguistic level in his grammar book, so, in the spirit of enlightenment, he tried to maintain a high level of both linguistic competence and general knowledge. He was not only concerned with information, but also the way in which it could be carried across.

Throughout his grammar book he was careful in choosing examples and educational material.... *I am really quite rich, in all things. / But you are richer, since you have more money than I do. / The richest is the one who wishes for nothing.* He also employed the following methodological reminders: *For each conjugation one should memorize well the aspect, tense, number and person.* In the textbooks that are used nowadays, the important rules would be marked with *Remember! Learn!* He would always stress what was important for further advancement in learning.

A part entitled *Dictionary (Vocabularium)* follows, containing 2900 lexemes and phrases, organized into 49 thematic groups (partly in alphabetical order). The left column was written in Croatian, while the right column was in German. The dictionary did not contain grammatical references, apart from adjectives which bore a reference to gender. It began with things divine, but thematic groups covered everyday life, man, nature and society.

The *Dictionary* is followed by a section called *An overview of ordinary conversations*. In the very beginning there is a kind of list of titles used at that time, in the vocative. It presents 20 conversations on various topics (*on meeting people politely, greeting, students' conversations, writing, learning German, having breakfast, table manners, having lunch, travelling and riding, sleeping, paying bills, visiting someone who is ill, buying and selling, dressing, time of day, news, the sun and the moon, nice weather, shooting, conversation between two girls, human body, illnesses*). The text was written in columns, and the first language was Croatian. Those were ordinary conversational situations, while most of the examples had a form of questions and answers. The *Dictionary* and the *Overview* comprise a unit on lessons in expressing oneself. Those were carefully written texts for improving reading skills, vocabulary acquisition, the sentence structure and intonation practice. The author aspired to follow an important methodological principle – to present texts which were suitable for students, easily understandable, interesting, educative and lifelike.

At the very end of the grammar book there is a text *The Story of Mill Owner and His Son*. This was an epic poem (43 quatrains) about a mill owner who could not please the world. With this, the grammar book gained literary content as well, which a learner or a teacher could use for learning both languages.

Perhaps the best review of Reljković's grammar book was put forward by Branka Tafra in her work *Suvremenost Reljkovićeve norme*, where she stated that his grammar book was a model for the work of other grammarians (such as Š.

Starčević, V. Babukić) and that Reljković “*not only described the language, but thought about it carefully, and his thoughts can be regarded as completely contemporary*” (Tafra, 2000; p.212).

GRAMMAR BOOK BY MARIJAN LANOSVIĆ

The third Slavonian grammarian was Marijan Lanosović (1742-1814), a Franciscan. He was the author of Croatian grammar book written in German, *A new addition to Slavonian language*⁵, of which three editions were printed in the 18th century (in Osijek in 1778 and 1789; in Buda, 1795⁶). This grammar book was highly valued at Lanosović's time and is still considered to be the best of all Slavonian grammar books. The book contains 272 pages and was written in German, in the Gothic script. The first language was most frequently German, while in some parts, such as the declension of nouns, he used Croatian as the first language. However, this grammar book does not contain a lot of examples in Croatian. In the dictionary part, conversations and appendix, examples written in Croatian were more numerous. Examples were usually singled out, and different writing was used to distinguish the two languages. The deductive method prevailed; Lanosović first presented the rules, examples and then exceptions. Having explained the grammatical and syntactic levels, he moved on to the dictionary and communicative level. Written communication (both private and business) followed later. A clear presentation of content and its organization reflects the author's view of language acquisition. The grammar book has the following structure⁷: *Dedication to Maria Theresa, Foreword, Writing, Morphology, Syntax, Dictionary, Conversation models, Letter models, The list of titles. The dedication to Mary Therese was printed in both German and Croatian. At its very beginning he clearly stated that the book was “a basis for learning Slavonian language”*. With his grammar book he aimed at helping foreigners, Germans, learn Croatian. The author's worldview corresponded to the enlightened worldview, which believed in co-existence.

The beginning of the grammar book was reserved for writing rules. Lanosović used Franciscan way of writing. There were some incongruities concerning a phoneme /č/ which Lanosović wrote in two ways: **cs**, **cf**. He wrote a grapheme **h** in the same way as his predecessors, both as a grapheme and a sign for the length of

5 The first edition had the following title: *Neue Einleitung zur slawonischen Sprache, mit einem nützlichen Wörter=und Gesprächbuche, auch einem Anhang verschiedener deutscher und slawonischer Briefe und einem kleinen Titularbuche versehen. Essect, 1778. /A new addition to Slavonian language with necessary words and pronunciation and with an addition of German and Slavonian graphic and a concisely explained list of titles.*

6 The third edition was changed and had the following title: *Anleitung zur Slavonischen Sprachlehre*. The third language, Hungarian, was introduced.

7 According to Kolenić, Lj. *Brodski jezikoslovci* (2003)

a sound, although Slavonian dialect did not have it. It has already been mentioned that Slavonian grammarians wrote the grammar of the Croatian language, not of their own dialect. Lanosović did the same. He also dealt with pronunciation. Although he was open to the usage of other idioms, his grammar book was ikavian. The orthography was morphonological.

Morphology began with the declension of a demonstrative pronoun *this* which was equivalent to a German determiner, so the declension of nouns followed. He wrote about seven grammatical cases of singular and eight cases of plural.⁸ He only numerated the cases, without case questions, the first language being Croatian, except in the first example *hero* (Croatian - *junak*). Both in the singular and plural he mentioned the ablative as the sixth case. He identified three declensions with regard to the ending in the genitive singular. He noticed irregular declension and offered examples of the following nouns: *day, time, mother, mercy*. He mentioned categories of people and things in the declension of masculine nouns. Also, he wrote of diminutives. He gave the example of declension of number one only, while other numbers, cardinal and ordinal, were only mentioned. Lanosović wrote about personal, reflexive, possessive, demonstrative and interrogative pronouns. He did not present the conjugations clearly. The present tense could have two forms of the verb *can*. Imperfect ending could have *h* as its final letter. Perfect tense could also have two forms of the verb *have*. He mentioned the active and passive voice of the verb, as well as the verbal aspect. Most of space was reserved for grammatical cases, the proper usage of pronouns and the government of verbs. Syntax was divided into two parts: the syntax of inflected and the syntax of uninflected parts of speech. At the end of the book, following *Syntax*, but before *Dictionary*, there is an alphabetical list of terms, but German-Latin.

The dictionary was entitled *Slavonian Dictionary (Slavonisches Wörterbuch)*, and it contained about 2,200 words. Lanosović talked about the importance and organization of a dictionary so that it could be useful both for Slavonians and Germans to learn the language. He presented, in alphabetical order, nouns, adjectives, verbs, and then other parts of speech. He marked grammatical features of gender, the genitive ending of nouns, adjective endings for all three genders, and with the infinitive form of verbs he supplied forms for present and perfect tenses. The first note in the dictionary was in German. His choice of words was guided by conversational needs. B. Tafra (Tafra, 1991; p.139) noticed that Lanosović used synonymy not only in the dictionary but throughout the entire book, so we can talk about a series of synonyms. It is evident that the dictionary had an advisory function. The abbreviation and a different type of font were marked lexemes and their usage was not recommended. They mostly included Turkish words, but also words borrowed from other languages. Lanosović did not offer only equivalents of words in his

8 In the third edition of the Grammar Lanosović equated the number of cases and was the only one to add the eighth case (lokativ).

dictionary, but also frequently used synonymy to provide users of his dictionary with the possibility of choice and inclusion into functional style.

The dictionary also encompassed a small alphabetical dictionary of names and a conceptually organized dictionary of holidays and titles. It was followed by *Slavonian Book of Conversations (Slavonisches Gesprächsbuch)* which consisted of twelve conversations on various topics: *greeting, travelling, religion, inviting someone to lunch, table manners, having lunch, a Slavonian and a German learning Slavonian language, friends having conversation, buying and selling, visiting a tailor, among students, visiting an ill person*. They were listed in columns, while the first language was German. Before these conversations he pointed out the importance of addressing people properly. Lanosović's conversations were not always firmly connected, but at some points they became monologues with artistic expression, so this presentation of the Croatian language exhibits the variety of styles. It can be seen in a short example of a conversation among travelers in an inn: */.../ Really, sir, you should look at the Požega field, which seems to be a heaven on earth. The field is surrounded by mountains in which there are wonderful brooks, rich valleys, forests, various fruit, grain, and a lot of cattle...* These conversations seem unnatural at certain points because the texts were too rich, synonyms were very frequently used, all with the purpose of offering learners variety of material and facilitating the learning process.

The dictionary is followed by forms of letters in German and then in Croatian, entitled *Various German and Slavonian Letters (Verschiedene deutsche und Slavonische Briefe)*, with a subtitle *Various Books (Razlicite knjighe)*. The letter forms included *a letter for New Year, birthday, a congratulation card for promotion, giving gifts, letter of reminder, recommendation, to a friend, to a prodigal son, a mixed letter*, and there was an answer to each letter. There were nine letters and answers altogether. Starting from the grammatical level, moving on to the lexical sentence level, Lanosović reached the text level in these letters. They reflected both formal and private communication as well as the everyday life of Lanosović's contemporaries. On the one hand there was a common communicative expression in a letter to a friend, and on the other hand there was a formal, strictly set phrase used when asking for a recommendation. In these letters Lanosović showed his familiarity with the social background in which he lived, as well as understanding of its problems. By copying the letters he enabled learners to engage in conversation, as well as to deal with life conditions in an easier way. That is what the purpose of learning actually is, while at the same time offering a possibility to employ various teaching techniques and methods: learning written communication by copying letters, supplying words and combining. A sad letter of a father to his son and the son's reply were certainly not types of letters, but they instructed on peculiarities of personal correspondence and communication. The son ended up in jail, and to a certain extent blamed his father for his misfortune, because his father provided him with substantial financial resources. Obviously, leaving home for education

and the problems of young people in coping with the world was a topic even then, in the 18th century, while in the following century it would become a topic of our literature. In this letter as well, Lanosović made an effort to teach what was right and what was wrong, and offered a model for creating one's own text. The letters enabled Lanosović to act as an educator and according to the enlightenment worldview, in accordance with his own emotions. So, those were examples of letters, but also educative texts which could be read as food for thought. He also presented a list of titles.

It is interesting to note that Croatian Royal Council did not approve of Lanosović's grammar book for school usage. Their explanation was that the book was not to be used in secondary schools since it was written with the purpose of learning the Croatian language, and Croatian was taught only in state schools.

CONCLUSION

Branka Tafra referred to Slavonian grammar books as manuals⁹, Igor Gostl¹⁰ considers them as linguistic handbooks, while Ljiljana Kolenić (Kolenić, 1998) sees the similarity in the structure of grammar book and material organization, and in the relationship towards linguistic issues. By that she means the grammatical part, the inclusion of dictionaries and conversations. Puritan intentions can be inferred from all three grammar books.

Slavonian grammar books were bilingual, and German was the language people were learning, but also the language used to describe and explain Croatian. All authors had clearly stated the purpose of grammar books for learning, either German or Croatian. So, the function of a grammar book as a manual / handbook can easily be inferred. They were written with recipients in mind, and were organized accordingly. The authors organized them in such a way as to make them suitable for learning and they followed the principle of gradual presentation. Tadijanović started from the lexical level, while Reljković and Lanosović started with morphological level.

By describing German, the authors also described Croatian. They were aware of the fact that their grammar books would be used by beginners while learning both linguistic systems. They were also aware that those beginners were not children, but that they might as well be children. The textbook material was made of a series of instructions, additional texts and examples which showed the way to

9 »Although their works are referred to as grammar books, they are actually grammar books with a dictionary and various additions, therefore, linguistic manuals the purpose of which was learning German and Croatian (and Hungarian in the 3rd edition of Lanosović's grammar book).« (Tafra 1993:15)

10 «Reljković's linguistic handbook with an additional dictionary contains interesting lexical material.» (Gostl 1997:484)

mastering linguistic material or making it easier. Various levels could be recognized: noticing linguistic facts, acquiring linguistic facts, improving and applying linguistic facts. A

great number of examples on morphological level and a smaller number of examples on syntactic level offered opportunities for practice and repetition. Dictionary and conversations in grammar books offered a textual and methodological model for improving linguistic knowledge and they also offered a series of cultural and educative information, so it can be concluded that they actually cherished linguistic tradition.

Letter forms enable the application of the acquired knowledge as well as the acquisition of the linguistic system. On the other hand, although it was not explicitly stated in these grammar books, the textual level is a road to the acquisition and improvement of communicative competence, spoken language plan and learning from listening and speaking to reading and reading improvement.

The structure of the grammar books was thoughtful and aimed at language learning, even at the time when scientific linguistic system and methodology had not been established yet and when the school system of learning Croatian was still undeveloped. The analysed grammar books had their rightful place in learning Croatian, which is shown in the methodological and textbook materials.

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