

Attitudes of students at teacher education institutions towards the standard language and deviations from the morphological norm

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Abstract

The paper presents the results of a research conducted among the fourth and fifth-year students at the Faculty of Humanities and Social Sciences in Zagreb, the Faculty of Teacher Education in Zagreb and at the Faculty of Teacher Education, local branch in Petrinja. Research aim was to determine the attitudes of future class teachers and future primary and secondary school Croatian language teachers towards the standard Croatian language, as well as their level of knowledge of the morphological norm of the standard Croatian language and its successful application. Research results show that in all three groups, students possess a fairly high level of positive attitudes towards the standard Croatian language, but a fairly low level of knowledge of the morphological norm of the standard Croatian language and its successful application.

Research results further indicate that there is a need for additional teaching of the morphological norm, especially in relation to the categories where the deviations are the most frequent, and, due to its effect on their future pupils, to the need for the development of the awareness among the students about the importance of acquiring the morphological norm of the standard Croatian language and its successful application.

Key words: *attitudes towards the standard Croatian language, knowledge of the morphological norm of the standard Croatian language, morphological norm of the standard Croatian language.*

Introduction

Deviations from the morphological norm occur in everyday private and public use of the standard Croatian language, both in speech and writing. Based on the research, this paper will show some deviations from the morphological norm observed among the students-future teachers in situations that require the use of the standard Croatian language.

Teaching the norm of the standard Croatian language is part of the Teaching plan and programme for primary school Croatian language teaching, and its purpose is to prepare the pupils for accurate public and private, spoken and written use of the standard Croatian language. This is the major objective primarily of the class teachers, but also of Croatian language primary and secondary school teachers.

For various reasons, some of which will be presented in this paper, when using the standard Croatian language forms, some forms that are not in accordance with the prescribed morphological norm of the standard language appear, i.e. there are deviations from the norm. The objective of studying these deviations is not only in their reduction, but also in monitoring the development of the standard language and detecting changes, some of which will, in accordance with the flexible consistency of the standard language, in time be accepted as part of the norm, while others will be rejected as non-normative.

The authors of this paper have attempted to explore the most common deviations from the morphological norm made by the students-future teachers and explain the reasons why these deviations occur. The research was conducted among the fourth and fifth-year students at the Faculty of Humanities and Social Sciences in Zagreb, the Faculty of Teacher Education in Zagreb and at the Faculty of Teacher Education, local branch in Petrinja, i.e. education institutions where students are trained to teach the standard Croatian language at all educational levels.

Deviations from the norm

Language norm is a “rule, regulation, form, criterion by which to determine what something should be like” (Anić, 2004:882) and “the system of regulations, accepted by the speakers of the language, that determine what is or is not acceptable in one part of an idiom or the entire idiom” (Samardžija, 1999:7). Deviations from the norm are “those facts that may exist in an organic idiom, but are not accepted in the standard language as normative” (Alerić, 2009:13). The acceptance and application of the language norm, particularly in spoken and written public communication, is an indication not only of a person’s knowledge of the language, but also their knowledge of the world because the proportion of the knowledge of the language within the knowledge of the world is very high.

Deviations from the morphological norm and errors relating to the morphological norm usually occur due to differences between the immanent grammar, or language system which the individual has mastered first and which has provided him/her with

the first communicative and linguistic competence, and the normative grammar or language system which will enable an individual to acquire yet another communicative and linguistic competence. The reason for the deviation may also be the change of the norm that has occurred due to the flexible consistency of the standard language, which the individual has not yet become accustomed to.

To be able to explore the deviations, it is first necessary to determine the conditions in which the linguistic forms differing from the morphological norm of the standard Croatian language can be considered a deviation from the norm. Specifically, any difference in relation to the norm is not necessarily a deviation from the norm. For a difference to be considered a deviation from the norm, the following conditions need to be fulfilled:

1. communicative situation should require communication in the standard language, for example, spoken or written public communication,
2. the author should try to format the text in the standard language, or deliberately try to communicate in accordance with the norm of the standard language, and
3. the author should possess at least a minimum standard language competence (See: Alerić, 2009: 15-20).

Previous research

Research into the deviations from the morphological norm of the standard language and the irregularities related to it is justified because of the fact that no linguistic rule is followed always and everywhere, and also because the deviations related to the described and accepted morphological norm of the standard idiom are common in both spoken and written public communication. Deviations may be understandable and acceptable only in the period immediately following the period in which the standard idiom has largely been formed. However, after the publication of normative reference books, and after a fairly long period in which the standard language, as the standardized idiom, has been used in all areas of public life, it is justified to expect the reduction in the number of deviations from the morphological norm¹. It can be concluded that there is a difference in the deviations from the morphological norm with respect to frequency, persistence and predictability.

Lists of the most frequent deviations from the morphological norm have over the past hundred years been published and studied by Maretić, Jonke, Vidović, Pavešić, Barić and others. Many of the lists of the most common deviations from the morphological norm were created on the bases of pupils' written work, usually school essays. Travinić published them in 1957, Sović in 1967, Trubarac in 1979, Rosandić in 1969, Težak in 1996 and Alerić in 2009.

¹ The fact that the deviations from the norm are unacceptable already some twenty years after the publication of normative reference books was confirmed in the letter written by Vatroslav Jagić and published in the introduction to Rožić's "Branič" (*Eng. Guard*) (Rožić, 1913: 10).

Description of the test

Based on the most frequent, predetermined deviations from the morphological norm, a non-standardized objective test was created to determine the attitudes of students at teacher education institutions towards the standard Croatian language and to identify the most common deviations from the morphological norms. The test consisted of two parts. The first part consisted of nine items, with the first eight items examining the students' attitudes towards the standard Croatian language. The ninth item related to the students' opinions regarding the areas of the morphological norm with the fewest deviations.

The second part of the test was used to evaluate students' knowledge of the morphological norm. The tasks tested the level of attainment and the application of those elements of the morphological norm which had been identified as the most frequent deviations in previous studies. The students were given sentences, some accurate and some with deviations from the morphological norm, and in a set time they were supposed to decide if there were deviations from the morphological norm in the given sentences².

The second part of the test, which consisted of 18 tasks, evaluated the deviations from the morphological norm. The first thirteen tasks were closed-type. The participants' task was to circle the letter/letters in front of the sentence/sentences which were accurate. The last four tasks were open-type. The participants had to observe errors in the sentences and correct the misspelled parts of the sentences in accordance with the language norm. The basic linguistic knowledge specified in the *Teaching plan and programme for primary school* was tested: for grade 4: grammatical categories of gender and number; grade 5: grammatical categories of case, nouns, adjectives, grammatical category of definiteness, numbers, adverbs, prepositions, conjunctions, particles; and for grade 6: pronouns, verbs, grammatical categories of modality and tense³.

The following categories regarding the deviations from the morphological norm were given in individual tasks:

USING A NON-NORMATIVE INSTEAD OF A NORMATIVE MORPHOLOGICAL CATEGORY

- a) Substitution within the grammatical category of gender (tasks 1 and 14)
 - using neuter instead of masculine gender (task 1), using feminine instead of masculine gender (task 14)
- b) Substitution within the grammatical category of number (task 2)
 - using plural instead of singular
- c) Substitution within the grammatical category of case (task 15)
 - using genitive instead of accusative

² The test is given as Appendix 1.

³ See *Teaching plan and programme for primary school*, pp 32-42.

- d) Substitution within the grammatical category of definiteness (tasks 16 and 17)
 - using a definite instead of an indefinite adjective (task 16)
- e) Substitution within the grammatical category of modality (task 3)
 - replacing a normative with a non-normative use of Croatian 1st conditional
- f) Substitution within the category of tenses (task 4)
 - replacing a normative with a non-normative use of Croatian First and Second (exact) Future Tense

USING A NON-NORMATIVE INSTEAD OF A NORMATIVE PART OF SPEECH

- a) Substitution of nouns (task 5)
 - using a non-normative instead of a normative form of a noun
- b) Substitution of pronouns (tasks 6, 15 and 18)
 - using a non-normative instead of a normative form of a pronoun
- c) Substitution of numbers (task 7)
 - using a non-normative instead of a normative form of a number
- d) Substitution of adjectives (task 8)
 - using a non-normative instead of a normative form of an adjective
- e) Substitution of adverbs (task 9)
 - using a non-normative instead of a normative form of an adverb
- f) Substitution of prepositions (task 10)
 - using a non-normative instead of a normative form of a preposition
- g) Substitution of verbs (tasks 11 and 18)
 - using a non-normative instead of a normative form of a verb
- h) Substitution of conjunctions (task 12)
 - using a non-normative instead of a normative form of a conjunction
- i) Substitution of particles (tasks 13 and 18)
 - using a non-normative instead of a normative form of a particle

Research aim

The aim was to determine the level of knowledge and successful application of the morphological norm among future class teachers and future primary and secondary school Croatian language teachers by determining their attitudes towards the standard Croatian language, as well as testing the morphological standard language competence. The authors wanted to determine the morphological categories where the deviations from the morphological norm occur, the frequency of the deviations and whether the number of deviations is in accordance with their own estimated level of knowledge of the morphological norm.

Research hypotheses

Before the testing, the following hypotheses were formulated:

H1 – none of the tasks will be accurately solved by all participants,

H2 – none of the tasks will be inaccurately solved by all participants,

- H3 – the number of accurately solved tasks will be higher in the group of students studying at the Faculty of Humanities and Social Sciences in Zagreb,
- H4 – the number of deviation will be inversely proportional to the length of education,
- H5 – when solving the tasks, some new, unexpected deviations will appear,
- H6 – students' attitudes towards the need for accurate use of the standard Croatian language will be positive,
- H7 – students will accurately estimate the areas of the morphological norm where their deviations from the norm are the largest.

Research methods and procedures

The test was intended for the students of two final years of teacher education institutions studying to become Croatian language teachers at one of the education levels (as class teachers, primary or secondary Croatian language teachers or university professors). The test was the same for all participants, so that the level of knowledge of all three groups could be compared.

The testing was anonymous and unannounced, and at the beginning of testing, the students were informed about the research aim, the structure of the test and the manner in which it can be solved. Each testing lasted between 15 and 20 minutes.

The testing was conducted between 17 and 20 January 2011. The participants were three groups of students. A total of 237 students were tested. The sample consisted of the fourth (16 students) and fifth-year students (39 students) at the Faculty of Humanities and Social Sciences, the Department of Croatian Studies, fourth (35 students) and fifth-year students (69 students) at the Faculty of Teacher Education, University of Zagreb, local branch in Petrinja and fourth (49 students) and fifth-year students (29 students) at the Faculty of Teacher Education, University of Zagreb.

All students possessed at least a minimum standard language competence, they were aware of the formality of the situation and consequently were supposed to consciously strive to communicate in accordance with the norm of the standard language. Thus, the three basic conditions necessary for the research of mastering the morphological standard language competence were fulfilled.

Research results

In order to obtain adequate statistical data on the basis of which appropriate conclusions could be made it was necessary to establish the evaluation criteria, i.e. number of points for each accurately solved task. Thus, the following criteria were determined:

1. each accurately solved task was given from 1 to 4 points. Tasks: 1, 4, 14, 16 and 17 were given one point each; tasks 2, 3, 6, 9, 10, 11, 12, 13 and 15 were given two points each, tasks 5, 7 and 8 were given three points each, and task 18 was given four points;
2. some tasks were used to test the same morphological categories. These are: tasks 1 and 14 (substitution within the grammatical category of gender), tasks 16 and 17

- (substitution within the grammatical category of definiteness/indefiniteness), task 6 and partially tasks 15 and 18 (substitution of pronouns), task 11 and partially task 18 (substitution of verbs), and tasks 13 and 18 (substitution of particles);
- when calculating the percentage of accurate answers in each task, the number of accurate answers was divided by the number of participants and multiplied by 100. For example: if the number of accurate answers in task 4 was 12, that number was divided by 16 (number of participants) and then multiplied by 100, and the result was 75%, indicating the total percentage of accurate answers;
 - for the tasks which tested the same morphological categories, the scores were added and the total was divided by the number of participants multiplied by the total number of points that could be achieved on that task. For example, if the respondent achieved 28 points on tasks 1 and 14, that number was divided by the doubled number of participants (because each task carried one point), then multiplied by 100 and the total was 85%, indicating the total percentage of accurate answers.

Results of the students studying at the Faculty of Humanities and Social Sciences in Zagreb

Students' attitudes towards the standard language

Table 1. Attitudes of the students studying at the Faculty of Humanities and Social Sciences in Zagreb

STATEMENT	Year	Yes	No	Partially
In order for me to be able to function successfully in and outside my immediate surroundings, my level of knowledge of the standard Croatian language should be as high as possible.	4	100%	0%	0%
	5	95%	0%	5%
There is no difference between the speech I use when talking with my family and the speech I use in a formal communication.	4	0%	69%	31%
	5	8%	67%	25%
Language used in school textbooks, on public television and radio stations, in most newspapers and magazines is identical to the language I use when talking to my fellow citizens.	4	0%	81%	19%
	5	3%	66%	31%
In Croatia there is the standardized language common to all its speakers (standard Croatian language).	4	87%	0%	13%
	5	90%	5%	5%
Persons who use standard Croatian language in everyday communication appear neutral, objective and educated, and are more successful in their profession.	4	62%	0%	38%
	5	56%	6%	38%
I believe that good knowledge of the standard Croatian language can help me communicate different content.	4	94%	0%	6%
	5	85%	5%	10%
I believe that when using the standard Croatian language I make a number of mistakes ⁴ (orthographic, grammatical, stylistic, lexical).	4	13%	56%	31%
	5	10%	59%	31%
I believe that the knowledge of the standard language is important for me and I will try hard to master it.	4	100%	0%	0%
	5	100%	0%	0%

⁴ This statement is not precise enough and depends on individual students' subjective experience, however, it does give an insight into the students' attitudes about their own knowledge.

Table 2. Opinions of the students studying at the Faculty of Humanities and Social Sciences about their own most frequent deviations from the morphological norm

	deviations in the use of nouns	deviations in the use of adjectives	deviations in the use of verbs	deviations in the use of pronouns	deviations in the use of numbers	deviations in the use of prepositions	deviations in the use of adverbs	deviations in the use of conjunctions	deviations in the use of particles
Year 4	0%	0%	30%	5%	24%	11%	6%	0%	24%
Year 5	13%	28%	15%	15%	10%	8%	5%	0%	3%

Fourth-year students' morphological deviations from the norm

Most of the observed deviations in this group of students were in the following categories:

- 1 substitution within the grammatical category of definiteness (25% accurate answers)
- 2 substitution of conjunctions (34% accurate answers)
- 3 substitution of numbers (35% accurate answers)
- 4 substitution of prepositions (37% accurate answers)
- 5 substitution of adjectives and nouns (50% accurate answers).

Fewest of the observed deviations in this group of students were in the following categories:

- 1 substitution within the grammatical category of case (94% accurate answers)
- 2 substitution within the grammatical categories of gender, modality and substitution of verbs (87% accurate answers)
- 3 substitution within the grammatical category of tense (75% accurate answers)
- 4 substitution of pronouns (73% accurate answers)
- 5 substitution of adverbs (65% accurate answers).

Results show that students have not accurately assessed their own level of knowledge of the morphological norm of the standard Croatian language. Specifically, based on the results presented in Table 2 it can be concluded that students believe they make the fewest deviations when using adjectives and conjunctions, but it is in these two categories that the test results showed the most deviations.

Fifth-year students' morphological deviations from the norm

Most of the observed deviations in this group of students were in the following categories:

- 1 substitution within the grammatical category of definiteness (30% accurate answers)
- 2 substitution of conjunctions (39% accurate answers)
- 3 substitution of numbers (40% accurate answers)
- 4 substitution of prepositions (48% accurate answers)
- 5 substitution of nouns (49% accurate answers).

Fewest of the observed deviations in this group of students were in the following categories:

- 1 substitution within the grammatical category of case (97% accurate answers)
- 2 substitution of verbs (89% accurate answers)
- 3 substitution within the grammatical category of modality (85% accurate answers)
- 4 substitution of adjectives (79% accurate answers)
- 5 substitution within the category of gender (78% accurate answers).

Results show that students' estimates of their own level of knowledge of the morphological norm of the standard Croatian language have been fairly accurate. Specifically, based on the results presented in Table 2 it can be concluded that students believe they make the fewest deviations when using adjectives, as has been confirmed by the test.

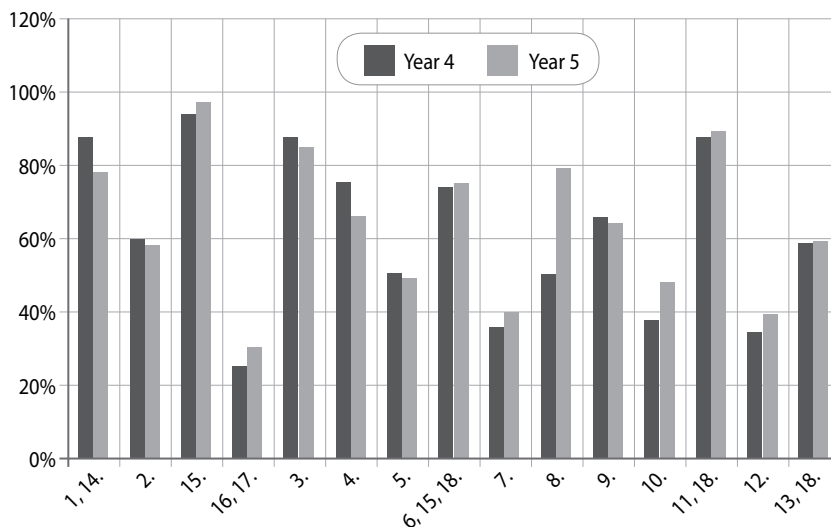


Figure 1. Accurate answers of the students studying at the Faculty of Humanities and Social Sciences

Results of the students studying at the Faculty of Teacher Education, University of Zagreb, local branch in Petrinja

Students' attitudes towards the standard language

Table 3. Attitudes of the students studying at the Faculty of Teacher Education, University of Zagreb, local branch in Petrinja

STATEMENT	Year	Yes	No	Partially
In order for me to be able to function successfully in and outside my immediate surroundings, my level of knowledge of the standard Croatian language should be as high as possible.	4	91%	2%	7%
	5	81%	0%	19%
There is no difference between the speech I use when talking with my family and the speech I use in a formal communication.	4	40%	20%	40%
	5	10%	30%	60%
Language used in school textbooks, on public television and radio stations, in most newspapers and magazines is identical to the language I use when talking to my fellow citizens.	4	40%	31%	29%
	5	19%	33%	48%
In Croatia there is the standardized language common to all its speakers (standard Croatian language).	4	83%	4%	13%
	5	66%	15%	19%
Persons who use standard Croatian language in everyday communication appear neutral, objective and educated, and are more successful in their profession.	4	71%	9%	20%
	5	46%	13%	41%
I believe that good knowledge of the standard Croatian language can help me communicate different content.	4	91%	0%	9%
	5	84%	2%	14%
I believe that when using the standard Croatian language I make a number of mistakes ⁵ (orthographic, grammatical, stylistic, lexical).	4	9%	31%	60%
	5	19%	44%	37%
I believe that the knowledge of the standard language is important for me and I will try hard to master it.	4	98%	0%	2%
	5	94%	2%	4%

Table 4. Opinions of the students studying at the Faculty of Teacher Education, University of Zagreb, local branch in Petrinja about their own most frequent deviations from the morphological norm

	deviations in the use of nouns	deviations in the use of adjectives	deviations in the use of verbs	deviations in the use of pronouns	deviations in the use of numbers	deviations in the use of prepositions	deviations in the use of adverbs	deviations in the use of conjunctions	deviations in the use of particles
Year 4	6%	6%	24%	6%	6%	24%	12%	10%	6%
Year 5	12%	19%	16%	8%	0%	29%	9%	3%	4%

Fourth-year students' morphological deviations from the norm

Most of the observed deviations in this group of students were in the following categories:

- 1 substitution within the grammatical category of definiteness (9% accurate answers)
- 2 substitution of conjunctions and prepositions (21% accurate answers)
- 3 substitution of particles (34% accurate answers)

4 substitution of numbers and nouns (43% accurate answers)

5 substitution within the grammatical category of number (50% accurate answers).

Fewest of the observed deviations in this group of students were in the following categories:

1 substitution within the grammatical category of case (97% accurate answers)

2 substitution of verbs (84% accurate answers)

3 substitution within the grammatical category of modality (81% accurate answers)

4 substitution within the grammatical category of gender (67% accurate answers)

5 substitution of adjectives (61% accurate answers).

The results listed in Table 4 indicate that the participants have not accurately assessed their knowledge. In fact, the majority believe that they make most of the deviations in the normative use of verbs, however, the test results have shown that the fewest deviations have been on the tasks testing normative use of the verbs, while the largest number of deviations has been observed in the normative use of the grammatical category of definiteness, although participants believe that they make the fewest deviations in this category.

Fifth-year students' morphological deviations from the norm

Most of the observed deviations in this group of students were in the following categories:

1 substitution within the grammatical category of definiteness (13% accurate answers)

2 substitution of prepositions (19% accurate answers)

3 substitution of conjunctions (24% accurate answers)

4 substitution of nouns (26% accurate answers)

5 substitution of numbers (33% accurate answers).

Fewest of the observed deviations in this group of students were in the following categories:

1 substitution within the grammatical category of case (94% accurate answers)

2 substitution of verbs (72% accurate answers)

3 substitution within the grammatical category of modality (71% accurate answers)

4 substitution within the grammatical category of tense (62% accurate answers)

5 substitution within the grammatical category of gender (61% accurate answers).

It is interesting that two participants in this group have introduced a new deviation, i.e. the use of the phrase *je li sam* instead of *jesam li* in questions. Otherwise, the students in this group have accurately estimated that the use of prepositions and definite/indefinite adjectives would account for the largest number of deviations.

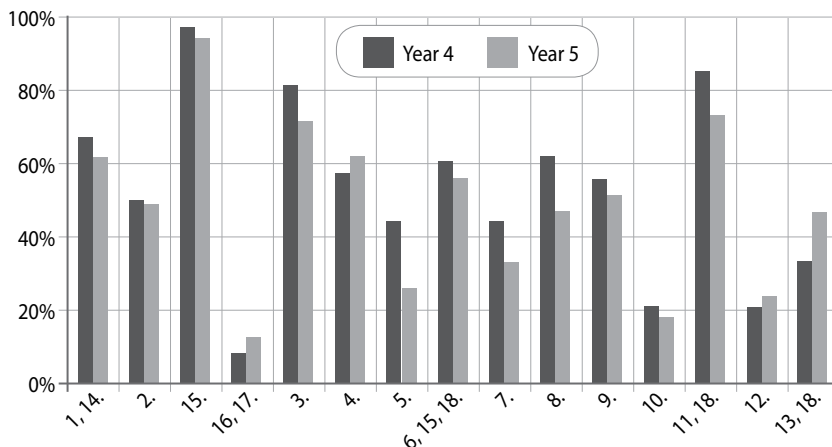


Figure 2. Accurate answers of the students studying at the Faculty of Teacher Education, University of Zagreb, local branch in Petrinja

Results of the students studying at the Faculty of Teacher Education, University of Zagreb

Students' attitudes towards the standard language

Table 5. Attitudes of the students studying at the Faculty of Teacher Education, University of Zagreb

STATEMENT	Year	Yes	No	Partially
In order for me to be able to function successfully in and outside my immediate surroundings, my level of knowledge of the standard Croatian language should be as high as possible.	4	90%	0%	10%
	5	86%	0%	14%
There is no difference between the speech I use when talking with my family and the speech I use in a formal communication.	4	18%	39%	43%
	5	21%	41%	38%
Language used in school textbooks, on public television and radio stations, in most newspapers and magazines is identical to the language I use when talking to my fellow citizens.	4	14%	46%	40%
	5	21%	34%	45%
In Croatia there is the standardized language common to all its speakers (standard Croatian language).	4	82%	4%	14%
	5	83%	0%	17%
Persons who use standard Croatian language in everyday communication appear neutral, objective and educated, and are more successful in their profession.	4	64%	10%	26%
	5	64%	3%	33%
I believe that good knowledge of the standard Croatian language can help me communicate different content.	4	94%	0%	6%
	5	93%	0%	7%
I believe that when using the standard Croatian language I make a number of mistakes (orthographic, grammatical, stylistic, lexical).	4	25%	42%	33%
	5	7%	31%	62%
I believe that the knowledge of the standard language is important for me and I will try hard to master it.	4	95%	0%	5%
	5	97%	0%	3%

Table 6. Opinions of the students studying at the Faculty of Teacher Education, University of Zagreb about their own most frequent deviations from the morphological norm

	deviations in the use of nouns	deviations in the use of adjectives	deviations in the use of verbs	deviations in the use of pronouns	deviations in the use of numbers	deviations in the use of prepositions	deviations in the use of adverbs	deviations in the use of conjunctions	deviations in the use of particles
Year 4	6%	15%	28%	4%	2%	19%	6%	4%	6%
Year 5	0%	16%	26%	12%	4%	38%	4%	0%	0%

Fourth-year students' morphological deviations from the norm

Most of the observed deviations in this group of students were in the following categories:

- 1 substitution within the grammatical category of definiteness (20% accurate answers)
- 2 substitution of conjunctions (23% accurate answers)
- 3 substitution of prepositions (26% accurate answers)
- 4 substitution of nouns (32% accurate answers)
- 5 substitution of numbers (33% accurate answers).

Fewest of the observed deviations in this group of students were in the following categories:

- 1 substitution within the grammatical category of case (95% accurate answers)
- 2 substitution of verbs (66% accurate answers)
- 3 substitution within the grammatical category of modality (64% accurate answers)
- 4 substitution within the grammatical category of gender (55% accurate answers)
- 5 substitution of pronouns (54% accurate answers).

The participants have estimated that the most deviations would be in the use of verbs. It has, however, proved inaccurate because the greatest number of deviations have been in the normative use of adjectives.

Fifth-year students' morphological deviations from the norm

Most of the observed deviations in this group of students were in the following categories:

- 1 substitution within the grammatical category of definiteness (13% accurate answers)
- 2 substitution of prepositions (18% accurate answers)
- 3 substitution of conjunctions (19% accurate answers)
- 4 substitution of nouns (32% accurate answers)
- 5 substitution of numbers (34% accurate answers).

Fewest of the observed deviations in this group of students were in the following categories:

- 1 substitution within the grammatical category of case (96% accurate answers)
- 2 substitution within the grammatical category of modality (77% accurate answers)
- 3 substitution of verbs (71% accurate answers)
- 4 substitution within the category of gender (60% accurate answers)
- 5 substitution within the category of number (58% accurate answers)

The participants have estimated that the most deviations would be in the use of verbs, which has not proved accurate because the greatest number of deviations have been in the normative use of adjectives, whereas the normative use of verbs has accounted for a small number of deviations.

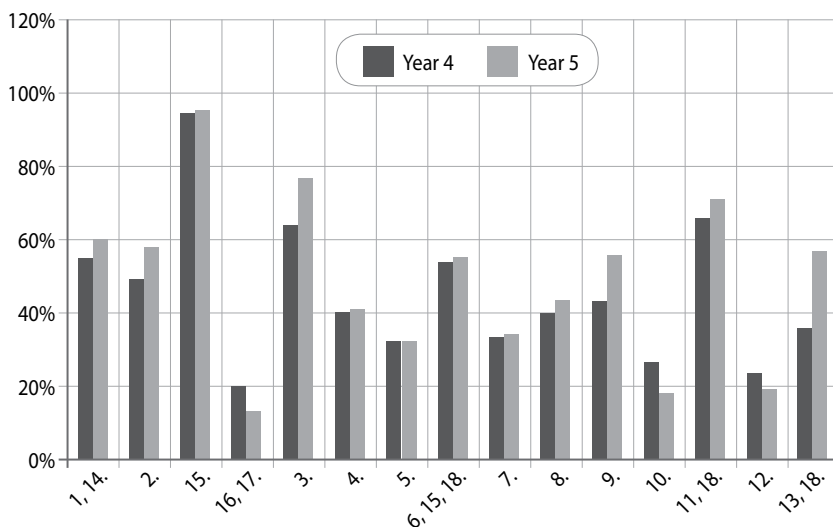


Figure 3. Accurate answers of the students studying at the Faculty of Teacher Education, University of Zagreb

Discussion and conclusion

The aim of this research was to determine the frequency of morphological deviations among the fourth and fifth-year students - future class teachers (students studying at the Faculty of Teacher Education) and future primary and secondary school Croatian language teachers (students studying at the Faculty of Humanities and Social Sciences). Successful application of the morphological norm (morphological standard language competence) was tested using a non-standardized test whose aim was to evaluate morphological standard language competence. As the test was not standardized, the obtained results are not substantially objective and should be taken with caution. Test tasks examined the attainment level of certain morphological categories which had, in earlier studies, been proved as the cause of the most frequent deviations from the norm.

Hypotheses had been formulated before analysing research result, and some were supported by the results, while others were not. The first and second hypotheses were confirmed, i.e. there were morphological deviations in the results of all participants

as there were no participants who accurately solved all the tasks (100%), nor were there any participants who inaccurately solved all of the tasks (0%) relating to the morphological categories that were examined. The third hypothesis, stating that the students of the Department of Croatian Studies at the Faculty of Humanities and Social Sciences would have the best results on the test was also confirmed, since the syllabi at the Faculty of Humanities and Social Sciences includes more language material than the syllabi at the Faculty of Teacher Education. The fourth hypothesis, predicting the reduction of deviations at the higher educational level of the participants, was also confirmed, except for the fourth-year students at the Faculty of Teacher Education who achieved better results than the fifth-year students⁷. The fifth hypothesis was also confirmed because some new, unexpected deviations appeared in relation to non-normative use of the particle *li* among the fifth-year students at the Faculty of Teacher Education, local branch in Petrinja where the irregular form *je li sam* was used instead of *jesam li*. The sixth hypothesis was confirmed as well because the students' attitudes towards the importance of knowledge of the norm of the standard language were positive. The seventh hypothesis was not confirmed since the participants did not accurately assess their knowledge of the morphological norm of the standard language, i.e. the categories with the largest number of deviations. Students assumed that the most frequent deviations would relate to the normative use of verbs and prepositions, however, it was revealed that the most frequent deviations were made regarding the category of definiteness/indefiniteness of adjectives. Based on these results, it can be concluded that students are not fully aware of their knowledge, or lack of knowledge and therefore are not even aware of the elements of the morphological norm that they still need to master.

The level of students' knowledge in this research was the lowest with respect to the category of definiteness/indefiniteness, the normative use of nouns, conjunctions, numbers and prepositions - these are the categories where all students had the fewest accurate answers. Fairly low level of knowledge was also demonstrated with respect to non-normative use of adjectives, particles and substitution within the grammatical category of number. The percentage of accurate answers was as follows: category of definiteness/indefiniteness (18.22%), substitution of conjunctions (26.66%), substitution of prepositions (28.16%), substitution of numbers (36.33%), substitution of nouns (38.66%), substitution of particles (48.5%), substitution of adjectives (53.33%), substitution within the grammatical category of number (53.5%).

Mastering the morphological norm is a long-term process, and therefore both teachers and pupils need continuous encouragement. Pupils should be encouraged

⁷ Mean results for the accurate answers were as follows: fourth-year students at the Faculty of Humanities and Social Sciences: 21, fifth-year students at the Faculty of Humanities and Social Sciences: 22, fourth-year students at the Faculty of Teacher Education, local branch in Petrinja: 19, fifth-year students at the Faculty of Teacher Education, local branch in Petrinja: 17, fourth-year students at the Faculty of Teacher Education: 16, fifth-year students at the Faculty of Teacher Education: 17.

to identify and correct deviations from the norm in their own as well as others' speech and writing.

The reduction of deviations is greatly affected by the quality of teaching the norm of the standard language. Thorough analysis and systematic revision of the existing deviations during Croatian language lessons could help reduce the number of deviations. Therefore, the teachers have a very important role in helping the learners acquire the norm of the standard language.

Research results have demonstrated that future class teachers and primary and secondary school Croatian language teachers' knowledge of the morphological norm is not sufficient especially with respect to their future profession and employment. Therefore, higher education syllabi should devote more attention to the practical application of knowledge thus enabling students to continue expanding their theoretical and practical knowledge of the norm of the standard language during their studies.

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Stav prema standardnom jeziku i odstupanja od morfološke norme studenata nastavničkih studija

Sažetak

U radu su prikazani rezultati istraživanja provedenog među studentima 4. i 5. godine Filozofskog fakulteta u Zagrebu, Učiteljskog fakulteta u Zagrebu te Učiteljskog fakulteta u Zagrebu, Odsjek u Petrinji, kojemu je cilj bio utvrditi stav budućih učitelja i budućih profesora hrvatskoga jezika prema hrvatskome standardnom jeziku i stupanj njihova poznavanja i uspješne primjene morfološke standardnojezične norme. Rezultati istraživanja pokazuju da u sve tri skupine studenti imaju relativno visok stupanj pozitivnoga stava prema hrvatskome standardnom jeziku, ali niži stupanj poznavanja morfološke norme i njezine uspješne primjene.

Rezultati istraživanja pokazuju potrebu za dodatnim poučavanjem studenata morfološkoj normi, osobito u područjima u kojima su odstupanja najčešća, te na, zbog utjecaja nastavnika na učenike, potrebu razvoja svijesti studenata o važnosti ovladavanja morfološkom standardnojezičnim normom i uvježbavanja njezine pravilne primjene.

Ključne riječi: *morfološka standardnojezična norma, ovladavanje morfološkom standardnojezičnom normom, stav o hrvatskome standardnom jeziku*

Uvod

Odstupanja od morfološke norme javljaju se u svakodnevnoj privatnoj i javnoj, govorenoj i pisanoj upotrebi hrvatskoga standardnog jezika. U ovome će radu, na temelju provedenog istraživanja, biti prikazana odstupanja od morfološke norme koja, u situacijama koje od njih zahtijevaju upotrebu hrvatskoga standardnog jezika, čine studenti nastavničkih studija.

Poučavanje norme hrvatskoga standardnog jezika dio je Nastavnog programa osnovnoškolske nastave hrvatskoga jezika, a njezina je svrha što bolje osposobljavanje učenika za pravilnu privatnu i javnu, govorenu i pisanu upotrebu hrvatskoga standardnog jezika. To je zadatak najprije učitelja u razrednoj nastavi, a zatim i profesora hrvatskoga jezika u višim razredima osnovne škole i u srednjim školama.

Zbog raznih razloga, a neki će od njih biti navedeni u ovom radu, prilikom upotrebe hrvatskoga standardnog jezika pojavljuju se oblici koji nisu u skladu s propisanom morfološkom normom, tj. odstupanja od norme. Smisao proučavanja tih odstupanja nije samo u njihovu smanjivanju nego i u praćenju razvoja standardnoga jezika i uočavanju promjena od kojih će neke, u skladu s gipkom postojanošću standardnoga jezika, s vremenom biti prihvaćene kao dio norme, a druge odbačene kao nenormativne.

U radu smo pokušali istražiti najčešća odstupanja od morfološke norme koja čine studenti nastavnčkih studija i objasniti zbog čega do odstupanja dolazi. Istraživanje je provedeno među studentima 4. i 5. godine Filozofskog fakulteta i Učiteljskog fakulteta u Zagrebu te Učiteljskog fakulteta u Petrinji, odnosno na fakultetima na kojima se studenti osposobljavaju za poučavanje hrvatskoga standardnog jezika na svim obrazovnim razinama.

Odstupanja od norme

Jezična je norma „pravilo, propis, obrazac, kriterij prema kojem se određuje kako bi nešto trebalo biti“ (Anić, 2004:882) te „sustav od govornika prihvaćenih propisa kojima se određuje što je u nekome dijelu idioma ili u idiomu pravilno“ (Samardžija, 1999:7). Odstupanja od norme jesu „one činjenice koje mogu postojati u nekom organskom idiomu, ali kao normativne nisu prihvaćene u standardni jezik“ (Alerić, 2009:13). Poštovanje jezične norme i njezina primjena, osobito u javnoj govorenoj i pisanoj komunikaciji, pokazatelj je ne samo jezične nego i opće kulture jer je udio jezične kulture u općoj kulturi vrlo visok.

Odstupanja od morfološke norme, pogreške u odnosu na morfološku normu, najčešće se javljaju zbog razlika između imanentne gramatike ili jezičnog sustava kojim je pojedinac prvom ovladao i zahvaljujući kojem je stekao prvu komunikacijsku i jezičnu kompetenciju i normativne gramatike ili jezičnog sustava koji će pojedincu omogućiti stjecanje druge komunikacijske i jezične kompetencije. Razlog odstupanja može biti i promjena norme do koje je došlo zbog gipke postojanosti standardnog jezika, a koju pojedinac još nije upoznao.

Da bi se odstupanja mogla istraživati, najprije je potrebno odrediti uvjete u kojima se jezična realizacija različita od morfološke standardnojezične norme može smatrati odstupanjem u odnosu na normu. Naime, svaka razlika u odnosu na normu nije i odstupanje od norme. Da bismo neku razliku mogli smatrati odstupanjem od norme, nužno je:

1. da situacija u kojoj se komunicira zahtijeva komunikaciju na standardnom jeziku, a takva je, npr. javna govorena ili pisana komunikacija,
2. da autor tekst nastoji oblikovati na standardnom jeziku, odnosno da svjesno nastoji komunicirati u skladu sa standardnojezičnom normom i
3. da autor ima barem minimalnu standardnojezičnu kompetenciju (Vidi: Alerić, 2009: 15–20).

Dosadašnja istraživanja

Istraživanje odstupanja od morfološke norme standardnoga jezika, nepravilnosti u odnosu na nju, ima smisla zbog činjenice da se nijedno jezično pravilo ne poštuje uvijek i svugdje, kao i zbog toga što su odstupanja u odnosu na opisanu i ustaljenu morfološku normu standardnoga idioma svakodnevna u javnom govorenom i pisanom komuniciranju. Odstupanja mogu biti razumljiva i prihvatljiva samo u razdoblju koje slijedi neposredno nakon razdoblja u kojem je standardni idiom većim dijelom oblikovan. Međutim, nakon objavljivanja normativnih priručnika, kao i nakon dužeg vremena u kojem se standardni jezik, kao normirani idiom, upotrebljava u svim područjima javnoga života, posve je očekivano smanjivanje broja odstupanja od morfološke norme.⁸ Može se zaključiti kako odstupanja od morfološke norme nisu ni jednako učestala, ni jednako trajna, ni jednako predvidiva.

Popise najčešćih odstupanja od morfološke norme u proteklih su stotinjak godina objavljivali

1. odstupanja proučavali Maretić, Jonke, Vidović, Pavešić, Barić i drugi. Mnogi popisi najčešćih odstupanja od
2. morfološke norme nastali su na temelju učeničkih pisanih radova, najčešće školskih zadaća. Travinić ih
3. objavljuje 1957, Sović 1967, Trubarac 1979, Rosandić 1969, Težak 1996 i Alerić 2009.

Opis testa

Da bismo utvrdili stav studenata nastavnčkih studija prema hrvatskome standardnom jeziku i najčešća odstupanja od morfološke norme koja oni čine, sastavili smo nestandardizirani objektivni tip testa i to na temelju najčešćih, prije utvrđenih, odstupanja od morfološke norme. Test se sastojao od dva dijela. U prvom je dijelu 9 zadataka. U prvih osam zadataka ispituju se stavovi studenata prema hrvatskome standardnom jeziku. Devetim se zadatkom ispituje mišljenje studenata o tome u kojim područjima morfološke norme čine najmanji broj odstupanja.

U drugom dijelu testa ispitivao se uspjeh u primjeni morfološke norme. Zadacima se provjeravala usvojenost i primjena onih činjenica morfološke norme u kojima su u prijašnjim istraživanjima utvrđena najčešća odstupanja. U rečenicama u kojima jesu ili nisu prisutna odstupanja od morfološke norme ispitanici su u zadanom vremenu trebali prepoznati rečenicu u kojoj jesu ili nisu prisutna odstupanja od morfološke norme.⁹

Drugim dijelom testa, koji se sastoji od 18 zadataka, ispituju se odstupanja od morfološke norme. Prvih trinaest zadataka jest zatvorenog tipa. Ispitanik treba

⁸ Da su odstupanja od norme neprihvatljiva već dvadesetak godina nakon objavljivanja normativnih priručnika, pokazuje pismo Vatroslava Jagića objavljeno u uvodu Rožičeva „Braniča“ (Rožić, 1913: 10).

⁹ Test se nalazi u prilogu 1.

zaokružiti slovo/slova ispred rečenice/rečenica u kojima nema pogrešaka. Zadnja 4 zadatka su otvorenog tipa. Ispitanik treba uočiti pogreške u navedenim rečenicama te pogrešno napisane dijelove rečenice ispraviti u skladu s normom. Ispitala su se osnovna jezična znanja navedena u osnovnoškolskom *Nastavnom planu i programu*, za 4. razred: kategorija roda, kategorija broja; za 5. razred: kategorija padeža, imenice, pridjevi, kategorija određenosti, brojevi, prilozi, prijedlozi, veznici, čestice; za 6. razred: zamjenice, glagoli, kategorija načina, kategorija vremena.¹⁰

U pojedinim zadacima zastupljene su ove kategorije odstupanja od morfološke norme:

ZAMJENA NORMATIVNE MORFOLOŠKE KATEGORIJE NENORMATIVNOM

a) Zamjena unutar kategorije roda (1. i 14. zadatak)

- zamjena muškog roda srednjim (1. zadatak), zamjena muškog roda ženskim (14. zadatak)

b) Zamjena unutar kategorije broja (2. zadatak)

- zamjena jednine množinom

c) Zamjena unutar kategorije padeža (15. zadatak)

- zamjena akuzativa genitivom

d) Zamjena unutar kategorije određenosti (16. i 17. zadatak)

- zamjena neodređenog pridjeva određenim (16. zadatak)

e) Zamjena unutar kategorije načina (3. zadatak)

- zamjena normativne upotrebe kondicionala I. nenormativnom

f) Zamjena unutar kategorije vremena (4. zadatak)

- zamjena normativne upotrebe futura I. i II. nenormativnom

ZAMJENA NORMATIVNE VRSTE RIJEČI NENORMATIVNOM

a) Zamjena imenica (5. zadatak)

- zamjena normativnog oblika imenice nenormativnim

b) Zamjena zamjenica (6, 15. i 18. zadatak)

- zamjena normativnog oblika zamjenice nenormativnim

c) Zamjena brojeva (7. zadatak)

- zamjena normativnog oblika broja nenormativnim

d) Zamjena pridjeva (8. zadatak)

- zamjena normativnog oblika pridjeva nenormativnim

e) Zamjena priloga (9. zadatak)

- zamjena normativnog oblika priloga nenormativnim

¹⁰ Vidi *Nastavni plan i program* za osnovnu školu, str. 32-42.

- f) Zamjena prijedloga (10. zadatak)
 - zamjena normativnog oblika prijedloga nenormativnim
- g) Zamjena glagola (11. i 18. zadatak)
 - zamjena normativnog glagola nenormativnim
- h) Zamjena veznika (12. zadatak)
 - zamjena normativnog oblika veznika nenormativnim
- I) Zamjena čestica (13. i 18. zadatak).
 - zamjena normativnog oblika čestice nenormativnim.

Svrha istraživanja

Utvrđivanjem stava prema hrvatskome standardnom jeziku, kao i provjerom morfološke standardnojezične kompetencije, željelo se istražiti koliko budući učitelji, nastavnici i profesori hrvatskog jezika poznaju i uspješno primjenjuju morfološku normu. Željelo se utvrditi u kojim morfološkim kategorijama i koliko često čine odstupanja od morfološke norme, kao i je li broj odstupanja u skladu s njihovom procjenom vlastitog poznavanja morfološke norme.

Hipoteze istraživanja

Prije testiranja bilo je moguće postaviti ove hipoteze:

H₁ – ni jedan zadatak neće točno riješiti svi ispitanici

H₂ – ni jedan zadatak neće netočno riješiti svi ispitanici

H₃ – broj točno riješenih zadataka bit će veći u skupini ispitanika s Filozofskog fakulteta

H₄ – broj odstupanja bit će obrnuto razmjerni duljini školovanja

H₅ – prilikom rješavanja zadataka pojavit će se nova, nepredviđena odstupanja

H₆ – studenti će se pozitivno izjasniti u vezi s potrebom pravilne upotrebe hrvatskoga standardnog jezika

H₇ – studenti će točno pretpostaviti u kojim područjima morfološke norme čine najveći broj odstupanja.

Metode i postupci u istraživanju

Test je namijenjen studentima završnih godina nastavničkih fakulteta koji će na nekom stupnju obrazovanja predavati hrvatski jezik (kao učitelji, nastavnici ili profesori). Test je isti za sve ispitanike, kako bi se mogle uspoređivati razine znanja svih triju skupina.

Testiranje je bilo anonimno i nenajavljeno, a studenti su na početku testiranja bili upoznati s ciljem istraživanja, strukturom testa i načinom njegova rješavanja. Svako je testiranje trajalo od 15 do 20 minuta.

Testiranje se provodilo od 17. do 20. siječnja 2011. godine. U njemu su sudjelovale tri skupine studenata. Ukupno je bilo testirano 237 studenata. Riječ je o studentima 4.

(16 studenata) i 5. godine (39 studenata) Filozofskog fakulteta Odsjeka za kroatistiku, studentima 4. (35 studenata) i 5. godine (69 studenata) Učiteljskog fakulteta u Zagrebu Odsjek u Petrinji te studentima 4. (49 studenata) i 5. godine (29 studenata) Učiteljskoga fakulteta u Zagrebu.

Studenti posjeduju barem minimalnu standardnojezičnu kompetenciju, bili su svjesni formalnosti situacije i zbog toga su trebali svjesno nastojati komunicirati u skladu sa standardnojezičnom normom. Tako su bila zadovoljena tri osnovna uvjeta za istraživanje ovladavanja morfološkom standardnojezičnom kompetencijom.

Prikaz i rezultati istraživanja

Da bismo dobili odgovarajuće statističke podatke na temelju kojih bismo mogli iznijeti odgovarajuće zaključke, bilo je potrebno utvrditi način vrednovanja rezultata, odnosno broj bodova koji nosi svaki točno riješeni zadatak. U skladu s tim utvrđeno je sljedeće:

1. svi točno riješeni zadaci nose od 1 do 4 boda. Zadaci: 1, 4, 14, 16. i 17. nose jedan bod; zadaci 2, 3, 6, 9, 10, 11, 12, 13. i 15. nose dva boda, zadaci 5, 7. i 8. nose tri boda, a 18. zadatak nosi četiri boda;
2. nekim se zadacima ispituju iste morfološke kategorije. To su: 1. i 14. zadatak (zamjena unutar kategorije roda), 16. i 17. zadatak (zamjena unutar kategorije određenosti/neodređenosti), zadaci 6, dio 15. i dio 18. (zamjena zamjenica), zadaci 11. i dio 18. (zamjena glagola) te 13. i 18. zadatak (zamjena čestica);
3. prilikom računanja postotka točnih odgovora u svakom pojedinom zadatku broj točnih odgovora dijeli se s brojem ispitanika te množi sa 100. Npr: uzmemo li da je u četvrtom zadatku broj točnih odgovora bio 12 pa taj broj podijelimo sa 16 (broj ispitanika), a zatim pomnožimo sa 100, dobit ćemo rezultat 75% koji označava ukupan postotak točnih odgovora;
4. kod zadataka kojima se ispituju iste morfološke kategorije bodovi se zbrajaju pa se zatim taj broj dijeli s brojem ispitanika pomnoženim s ukupnim brojem bodova koji se u zadacima mogao postići. Npr. ako je ispitanik u 1. i 14. zadatku ukupno ostvario 28 bodova, taj broj dijelimo s dvostrukim brojem ispitanika (jer svaki zadatak posebno nosi jedan bod), a zatim ga pomnožimo sa 100 i dobijemo 85%, što označava ukupan postotak točnih odgovora.

Filozofski fakultet

Stavovi studenata prema standardnom jeziku

Tablica 1.

Tablica 2.

Morfološka odstupanja studenata 4. godine

Najviše odstupanja promatrana skupina ispitanika čini u ovim kategorijama:

1. Zamjena unutar kategorije određenosti (25% točnih odgovora)
2. Zamjena veznika (34% točnih odgovora)
3. Zamjena brojeva (35% točnih odgovora)
4. Zamjena prijedloga (37% točnih odgovora)
5. Zamjena pridjeva i imenica (50% točnih odgovora)

Najmanje odstupanja promatrana skupina ispitanika čini u ovim kategorijama:

1. Zamjena unutar kategorije padeža (94% točnih odgovora)
2. Zamjena unutar kategorije roda, načina i zamjena glagola (87% točnih odgovora)
3. Zamjena unutar kategorije vremena (75% točnih odgovora)
4. Zamjena zamjenica (73% točnih odgovora)
5. Zamjena priloga (65% točnih odgovora)

Rezultati pokazuju da studenti nisu točno procijenili razinu vlastitog poznavanja morfološke norme hrvatskoga standardnog jezika. Naime, na temelju tablice 2. može se zaključiti da studenti misle kako najmanje odstupanja čine prilikom upotrebe pridjeva i veznika, a upravo je u te dvije kategorije testom utvrđen najveći broj njihovih odstupanja.

Morfološka odstupanja studenata 5. godine

Najviše odstupanja promatrana skupina ispitanika čini u ovim kategorijama:

1. Zamjena unutar kategorije određenosti (30% točnih odgovora)
2. Zamjena veznika (39% točnih odgovora)
3. Zamjena brojeva (40% točnih odgovora)
4. Zamjena prijedloga (48% točnih odgovora)
5. Zamjena imenica (49% točnih odgovora)

Najmanje odstupanja promatrana skupina ispitanika čini u ovim kategorijama:

1. Zamjena unutar kategorije padeža (97% točnih odgovora)
2. Zamjena glagola (89% točnih odgovora)
3. Zamjena unutar kategorije načina (85% točnih odgovora)
4. Zamjena pridjeva (79% točnih odgovora)
5. Zamjena unutar kategorije roda (78% točnih odgovora)

Rezultati pokazuju da su studenti prilično dobro procijenili razinu vlastitog poznavanja morfološke norme hrvatskoga standardnog jezika. Naime, na temelju tablice 2. može se zaključiti kako studenti misle da najmanje odstupanja čine prilikom upotrebe pridjeva, a to je testom i potvrđeno.

Grafikon 1.

Rezultati studenata Učiteljskog fakulteta u Zagrebu Odsjek u Petrinji

Stavovi studenata prema standardnom jeziku

Tablica 3.

Tablica 4.

Morfološka odstupanja među studentima 4. godine

Najviše odstupanja promatrana skupina ispitanika čini u ovim kategorijama:

1. Zamjena unutar kategorije određenosti (9% točnih odgovora)
2. Zamjena veznika i prijedloga (21% točnih odgovora)
3. Zamjena čestica (34% točnih odgovora)
4. Zamjena brojeva i imenica (43% točnih odgovora)
5. Zamjena unutar kategorije broja (50% točnih odgovora)

Najmanje odstupanja promatrana skupina ispitanika čini u ovim kategorijama:

1. Zamjena unutar kategorije padeža (97% točnih odgovora)
2. Zamjena glagola (84% točnih odgovora)
3. Zamjena unutar kategorije načina (81% točnih odgovora)
4. Zamjena unutar kategorije roda (67% točnih odgovora)
5. Zamjena pridjeva (61% točnih odgovora)

Rezultati navedeni u tablici 4. pokazuju da ispitanici nisu točno procijenili svoje znanje. Naime, najveći broj njih misli kako najviše odstupanja čine u normativnoj upotrebi glagola, a u zadacima kojima se provjeravala normativna upotreba glagola broj odstupanja je najmanji, dok je broj odstupanja najveći u normativnoj upotrebi kategorije određenosti, iako ispitanici smatraju da upravo u tom području čine najmanje odstupanja.

Morfološka odstupanja među studentima 5. godine

Najviše odstupanja promatrana skupina ispitanika čini u ovim kategorijama:

1. Zamjena unutar kategorije određenosti (13% točnih odgovora)
2. Zamjena prijedloga (19% točnih odgovora)
3. Zamjena veznika (24% točnih odgovora)
4. Zamjena imenica (26% točnih odgovora)
5. Zamjena brojeva (33% točnih odgovora)

Najmanje odstupanja promatrana skupina ispitanika čini u ovim kategorijama:

1. Zamjena unutar kategorije padeža (94% točnih odgovora)
2. Zamjena glagola (72% točnih odgovora)
3. Zamjena unutar kategorije načina (71% točnih odgovora)
4. Zamjena unutar kategorije vremena (62% točnih odgovora)
5. Zamjena unutar kategorije roda (61% točnih odgovora).

Zanimljivo je da se kod dva ispitanika iz ove skupine pojavilo novo odstupanje, odnosno upotreba oblika *je li sam*, umjesto *jesam li* u postavljanju pitanja. Inače su

članovi te skupine točno procijenili da najveći broj odstupanja čine prilikom upotrebe prijedloga i u vezi s upotrebom pridjeva u određenom/neodređenom obliku.

Grafikon 2.

Rezultati studenata Učiteljskog fakulteta u Zagrebu
Stavovi studenata prema standardnom jeziku

Tablica 5.

Tablica 6.

Morfološka odstupanja među studentima 4. godine

Najviše odstupanja promatrana skupina ispitanika čini u ovim kategorijama:

1. Zamjena unutar kategorije određenosti (20% točnih odgovora)
2. Zamjena veznika (23% točnih odgovora)
3. Zamjena prijedloga (26% točnih odgovora)
4. Zamjena imenica (32% točnih odgovora)
5. Zamjena brojeva (33% točnih odgovora)

Najmanje odstupanja promatrana skupina ispitanika čini u ovim kategorijama:

1. Zamjena unutar kategorije padeža (95% točnih odgovora)
2. Zamjena glagola (66% točnih odgovora)
3. Zamjena unutar kategorije načina (64% točnih odgovora)
4. Zamjena unutar kategorije roda (55% točnih odgovora)
5. Zamjena zamjenica (54% točnih odgovora).

Ispitanici su procijenili da najviše odstupanja čine kod upotrebe glagola. To se, međutim, pokazalo netočnim jer su najviše odstupanja činili kod normativne upotrebe pridjeva.

Morfološka odstupanja među studentima 5. godine

Najviše odstupanja promatrana skupina ispitanika čini u ovim kategorijama:

1. Zamjena unutar kategorije određenosti (13% točnih odgovora)
2. Zamjena prijedloga (18% točnih odgovora)
3. Zamjena veznika (19% točnih odgovora)
4. Zamjena imenica (32% točnih odgovora)
5. Zamjena brojeva (34% točnih odgovora)

Najmanje odstupanja promatrana skupina ispitanika čini u ovim kategorijama:

1. Zamjena unutar kategorije padeža (96% točnih odgovora)
2. Zamjena unutar kategorije načina (77% točnih odgovora)
3. Zamjena glagola (71% točnih odgovora)
4. Zamjena unutar kategorije roda (60% točnih odgovora)
5. Zamjena unutar kategorije broja (58% točnih odgovora).

Ispitanici su procijenili da najviše odstupanja čine prilikom upotrebe glagola, što se nije pokazalo točnim jer su najviše odstupanja činili kod normativne upotrebe pridjeva, a kod normativne upotrebe glagola činili su manji broj odstupanja.

Grafikon 3.

Rasprava i zaključak

Zadatak ovog istraživanja bio je utvrditi učestalost morfoloških odstupanja što ih čine studenti 4. i 5. godine nastavničkih studija koji će predavati nastavni predmet *hrvatski jezik* u nižim razredima osnovne škole (studenti Učiteljskih fakulteta), u višim razredima osnovne škole i u srednjoj školi (studenti Filozofskog fakulteta). Uspješna primjena morfološke norme (morfološka standardnojezična kompetencija) provjerena je nestandardiziranim testom za provjeru standardnojezične morfološke kompetencije. Kako je riječ o nestandardiziranom testu, rezultati nisu objektivni i treba ih uzimati s rezervom. Zadatcima u testu ispitivala se usvojenost pojedinih morfoloških kategorija za koje se u prijašnjim istraživanjima pokazalo da učenici u njihovoj primjeni čine najčešća odstupanja.

Prije obrade rezultata postavljene su hipoteze od kojih su neke ovim istraživanjem potvrđene, a neke opovrgnute. Potvrđene su 1. i 2. hipoteza, odnosno da će svi ispitanici činiti morfološka odstupanja jer ni u jednom ispitivanom jezičnom području nije bilo ispitanika koji su točno riješili sve zadatke (100%), kao ni ispitanika koji su sve zadatke netočno riješili (0%). Potvrđena je i 3. hipoteza, odnosno da će studenti kroatistike s Filozofskog fakulteta test riješiti bolje od ostalih ispitanika, jer se to moglo očekivati s obzirom na program studija koji na Filozofskom fakultetu podrazumijeva više poučavanja jezičnog gradiva nego na Učiteljskom fakultetu. Potvrđena je i 4. hipoteza, odnosno da će se broj odstupanja smanjivati povećanjem obrazovne razine ispitanika, osim kod studenata Učiteljskog fakulteta na kojem su studenti 4. godine postigli bolje rezultate od studenata 5. godine.¹¹ Potvrđena je i 5. hipoteza jer su se u vezi s nenormativnom upotrebom čestice *li* pojavila neka nova, nepredviđena odstupanja pri čemu su studenti 5. godine Učiteljskog fakulteta u Zagrebu Odsjek u Petrinji upotrijebili nepravilan oblik *je li sam* umjesto *jesam li*. Šesta teza potvrđena je jer su se studenti pozitivno izjasnili o važnosti poznavanja standardnojezične norme, a nije potvrđena 7. teza jer su ispitanici netočno procijenili svoje poznavanje standardnojezične morfološke norme, odnosno kategorije u kojoj čine najveći broj odstupanja. Studenti su pretpostavili da najčešća odstupanja čine u normativnoj upotrebi glagola i prijedloga, a pokazalo se da najčešća odstupanja čine u upotrebi kategorije određenosti/neodređenosti pridjeva. Na temelju toga može se zaključiti

¹¹ Prosječni rezultati točnih odgovora: Filozofski fakultet 4. godina 21, Filozofski fakultet 5. godina: 22; Učiteljski fakultet Petrinja 4. godina: 19, Učiteljski fakultet Petrinja 5. godina: 17, Učiteljski fakultet Zagreb 4. godina: 16, Učiteljski fakultet Zagreb 5. godina 17.

kako studenti nisu posve svjesni svojeg znanja, odnosno neznanja te da zbog toga nisu ni svjesni dijelova morfološke norme kojima bi još trebali ovladati.

Studenti su u ovom istraživanju pokazali najmanje znanje u kategoriji određenosti/neodređenosti, u normativnoj upotrebi imenica, veznika, brojeva i prijedloga – u tim kategorijama su na svim fakultetima studenti imali najmanje točnih odgovora. Zatim u nenormativnoj upotrebi pridjeva, čestica te zamjeni unutar kategorije broja. Postotak točnih odgovora: kategorija određenosti/neodređenosti (18,22%), zamjena unutar veznika (26,66%), zamjena unutar prijedloga (28,16%), zamjena unutar brojeva (36,33%), zamjena unutar imenica (38,66%), zamjena unutar čestica (48,5%), zamjena unutar pridjeva (53,33%), zamjena unutar kategorije broja (53,5%).

Ovladavanje morfološkom normom dugotrajan je proces pa na njihovo ovladavanje nastavnike te učenike treba neprestano poticati. Učenike treba poticati na to da u svojim i tuđim govorenim i pisanim ostvarenjima uočavaju i ispravljaju odstupanja.

Na smanjenje broja odstupanja uvelike utječe kvaliteta poučavanja učenika standardnojezičnoj normi. Temeljitom obradom i sustavnim ponavljanjem odstupanja na satu hrvatskoga jezika broj odstupanja mogao bi biti smanjen. Važnu ulogu u tome imaju upravo nastavnici koji bi trebali pomoći učenicima u što boljem ovladavanju standardnojezičnom normom.

Provedenim istraživanjem pokazalo se da budući učitelji i profesori hrvatskoga jezika nemaju dovoljno znanja iz morfološke norme koliko bi se od njih moglo očekivati s obzirom na njihovo buduće zvanje i zanimanje. Studijski bi programi više pažnje trebali posvećivati praktičnoj primjeni znanja kako bi studenti i na fakultetu proširivali svoja teorijska i praktična znanje o standardnojezičnoj normi.

Prilozi

Prilog br. 1

(Test za ispitivanje stava studenata i provjeru odstupanja od morfološke norme)

Fakultet: _____

Godina: _____

Datum: _____

Pred Vama je test koji je sastavljen od dva dijela. Prvi dio ispituje Vaš stav prema standardnom hrvatskom jeziku, a drugi ispituje Vaše poznavanje gramatike hrvatskoga jezika.

Pažljivo čitajte upute i ne preskačite zadatke! Sretno!

I. Kod sljedećih tvrdnji zaokružite ponuđeni odgovor koji **najbolje** odgovara Vašem mišljenju.

Da bih u životu mogao/mogla uspješno djelovati i izvan svoga zavičaja, trebao/trebala bih, što je moguće bolje, ovladati hrvatskim standardnim jezikom.

DA NE DJELOMIČNO

Nema razlike između govora koji upotrebljavam prilikom razgovora sa svojom obitelji i govora kojim se služim u službenoj komunikaciji.

DA NE DJELOMIČNO

Jezik kojim su pisani školski udžbenici, koji se upotrebljava u školi, na javnoj televiziji i radiju, u većini novina i časopisa, isti je kao jezik koji upotrebljavam u razgovoru sa stanovnicima mjesta u kojem živim.

DA NE DJELOMIČNO

U Hrvatskoj postoji normirani jezični oblik koji je zajednički svim njegovim govornicima (hrvatski standardni jezik).

DA NE DJELOMIČNO

Osobe koje upotrebljavaju hrv. stand. jezik u govoru djeluju neutralno, objektivno i učeno te su uspješnije u obavljanju svoga posla.

DA NE DJELOMIČNO

Smatram da mi dobro poznavanje hrv. stand. jezika može pomoći u boljem prenošenju raznih sadržaja.

DA NE DJELOMIČNO

Smatram da prilikom upotrebe hrvatskoga standardnog jezika činim veći broj pogrešaka (pravopisnih, gramatičkih, stilskih, leksičkih).

DA NE DJELOMIČNO

Smatram da mi je standardni jezik u životu potreban i truditi ću se kako bih njime što bolje ovladao/ovladala.

DA NE DJELOMIČNO

Smatram da najviše pogrešaka iz morfologije činim u normativnoj uporabi:

IMENICA, PRIDJEVA, GLAGOLA, ZAMJENICA, BROJEVA, PRIJEDLOGA, PRILOGA, VEZNIKA, ČESTICA

II. a) Zaokruži slovo/slova ispred rečenica u kojima **nema pogrešaka.**

- a) Moj rođendanski poklon bilo je auto.
- b) Tih pet minuta trajali su kao vječnost.
- c) Sluge su otišle na godišnji odmor.
- d) Kolega se nije javila.
- e) Skrovišta su dobro skriveni.

- a) Gospoda su nemirni.
- b) Tri trkača je postavilo novi rekord staze.
- c) Sela su spaljena.
- d) Presušili su rijeke, izvori i jezera.
- e) Najdraže jelo mu je štrukli.

- a) Mislim da bi Marija mogla dobiti 5 iz ovog ispita.
 - b) Dala bi sve na svijetu da ga sutra vidim.
 - c) Vi ovo sigurno ne biste znali riješiti.
 - d) Mi bi išli sutra na skijanje.
 - e) Ti bih mogao početi učiti.
- a) Kada ću ići na predavanje, nazvat ću te.
 - b) Budem ti potražila tu knjigu.
 - c) Petica je tvoja budeš li dobro napisao taj test.
 - d) Zapamti pitanja kada ćeš biti na ispitu.
 - e) Javiti ću ti se sutra.
- a) Prijatelje, kuda ideš?
 - b) Donesi mi čokolade.
 - c) Na izletu smo vidjeli puno lijepih crkava.
 - d) Ne podnosi ljetnog sunca.
 - e) Vidjela sam Antea ispred fakulteta.
- a) Evo auta koji sam kupila.
 - b) To je pas kojeg smo jučer pronašle.
 - c) Koje je pitanje zanima?
 - d) Posudi mi tvoju olovku.
 - e) Nećeš to doznati od nikoga.
- a) Upoznali smo običaje tri naroda.
 - b) Danas nema četiri studentice.
 - c) U dvama selima nestalo je struje.
 - d) To sam čuo od dva muškarca.
 - e) Pričao sam im o mojim dvjema prijateljicama.
- a) Ti si višnji od njega.
 - b) Stol je od stakla.
 - c) Ja sam zdraviji od tebe.
 - d) To sam pročitala u romanu od Krleže.
 - e) Markova sestra je ljupkija danas nego jučer.
- a) Kuda si stavila ključeve?
 - b) Gdje ideš svaki dan tako rano?
 - c) Kamo si se zaputila?
 - d) Neku sjednu kamo hoće.
 - e) Kuda ću najlakše proći?
- a) Vozili smo se kroz šumu s biciklima.
 - b) Najradije šeta sa psom.

c) Trgovina je zatvorena radi bolesti.

d) Kroz pjesme izražava osjećaje.

e) Radio je svima usprkos.

a) On je htjeo u kino, ali ona nije htjela.

b) Možeš li mi donesti onu knjigu?

c) Profesorica cijeli dan umiriva razred.

d) Slijedeći nju, našao sam njega.

e) Pitat ću ga sutra.

a) Pošto smo sve napravili, možemo ići kući.

b) Pošto su počele kiše, prekinuli smo ljetovanje.

c) Nazvala sam je odmah pošto smo stigli.

d) Ne mogu ići nikamo pošto sutra imam ispit.

e) Otkazala sam rezervaciju pošto se nisi javio.

a) Pitam se da li me još voli.

b) Pita li tko za mene?

c) Ništa mi se neda.

d) Zanima me jeli već ispravio ispите.

e) Bolje mi negoli oni.

b) Ispravite rečenicu ako mislite da se u njoj pojavila pogreška. Na praznu crtu napišite pravilnu rečenicu.

Anita je najbolji student na našoj godini.

Vidio sam auta kojeg si kupila.

Nokautiran je nakon što je primio teški udarac.

Vrisnula sam ugledavši velika pauka.

Daj mi tvoju bilježnicu da provjerim u mojoj dali sam sve dobro zapisao.

Hvala na sudjelovanju!