Master's Degree programme in Language Sciences

Final Thesis

Intercomprehension between Slavic languages

A case study on Serbian and Russian

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Abstract

This thesis explores the concept of Intercomprehension in language teaching and learning, and the application of its methods in order to facilitate understanding and communication between languages that belong to the Slavic language family. The first part of this thesis focuses on explaining the concept of Intercomprehension and its implications in language teaching and learning, as well as in the promotion of multilingualism within Europe. The second part consists of a brief history of Slavic languages, their evolution, and similarities. The third part is a presentation of a case study conducted on a group of speakers of Russian as L1 and L2. The participants were given a text in Serbian, a language from the same language family that Russian belongs to, which they had never studied before. The hypothesis was that the speakers of one Slavic language are able to understand basic information provided by a short text written in another Slavic language. This would be possible by using Intercomprehension strategies (for example, noticing similarities existing between these languages at the level of language systems, such as the structural, lexical, grammatical, and cultural similarities). The findings indicate that Russian speakers exhibit receptive competence to some degree when reading a newspaper article in Serbian. Although it was initially hypothesized that they could achieve comprehension of a minumum of 50% of the text, the outcomes exceeded the expectations. The participants in this study demonstrated a high level of comprehension, utilizing a variety of reception strategies that helped them. Furthermore, the participants who spoke more than one Slavic language showed better results compared to those who spoke only Russian. However, it was discovered that the use of audio recording did not significantly improve their comprehension.

Acknowledgements

Dedication

I would like to dedicate this paper to my parents. Without their blind trust and constant support, I would not be able to be where I am today. If they hadn't believed in me and put an incredible amount of effort into my education, it wouldn't have been possible for me to undertake this road of self-discovery and growth- both in the academic and psychological sense.

Thank you for always believing in me and trusting that this was the road I had to take alone, far from home, no matter how much the distance hurts.

Introduction

Intercomprehension refers to the ability of individuals proficient in closely related languages to comprehend and engage in communication to varying extents, drawing upon shared linguistic features and cultural knowledge in order to understand a text or an utterance in a foreign language. This concept has been borne out of research in the nineties and has since been explored by many scholars. Extensive research has been produced in the field that focuses on Intercomprehension for Romance languages, whereas reception comprehension and transfer processes among other language families are still underexplored.

Considering the extent of research done on Romance Intercomprehension, it is clear that the similarities between language systems of Romance languages make Intercomprehension between them possible. Is this true for Slavic languages as well? Or are the differences in language systems of different Slavic languages too big for Intercomprehension methods to work as well as they work between Romance languages? This work aims at answering these questions.

The first chapter of the thesis talks about the notion of having a lingua franca as the official language of communication within the European Union and suggests some alternatives to it, including Intercomprehension. Afterward, the concept of Intercomprehension is further explained, and the cognitive strategies entailed in the comprehension processes are discussed. Examples are given of some of the existing Intercomprehension projects. Furthermore, the chapter deals with the methods used to teach Intercomprehension skills and, in the next part, focuses especially on The Seven Sieves method.

The topic of the second chapter of this thesis is Slavic languages. The initial part of the chapter is concerned with the history of Slavic languages and their evolution through time. Next, the division of the languages is explained, as well as the differences between them (with a focus on the phonological aspect). Lastly, the characteristics of Serbian and Russian languages are further explained, as they are the subject of the research presented in this thesis.

The third chapter introduces the case study research on reading comprehension skills of L1 and L2 Russian speakers in another unfamiliar language from the Slavic language family, Serbian. The data collected from the research is presented in the fourth and further discussed in the fifth chapter, in which the responses to the initial hypotheses are also reported.

1. FROM PLURILINGUALISM TO INTERCOMPREHENSION

The opening chapter of this thesis delves into the importance of preserving plurilingualism in Europe and ways to achieve it, with a special focus on Intercomprehension. Paragraph 1.1 briefly introduces the issue of linguistic diversity in the European Union and the importance of maintaining multilingualism. Paragraph 1.2 presents the dangers that having a lingua franca entails, and paragraph 1.3 suggests alternatives to its use. The chapter shifts its focus to Intercomprehension in paragraph 1.4. Then, its applications for language learning are discussed in paragraph 1.5. Finally, various existing approaches and projects are introduced and explained in paragraph 1.6.

> Generalized polyglotism is certainly not the solution to Europe's cultural problems; like Funes 'el memorioso' in the story by Borges, a global polyglot would have his or her mind constantly filled by too many images. The solution for the future is more likely to be in a community of peoples with an increased ability to receive the spirit, to taste or savour the aroma of different dialects. Polyglot Europe will not be a continent where individuals converse fluently in all the other languages; in the best of cases, it could be a continent where differences of language are no longer barriers to communication, where people can meet each other and speak together, each in his or her own tongue, understanding, as best they can, the speech of others. In this way, even those who never learn to speak another language fluently could still participate in its particular genius, catching a glimpse of the particular cultural universe that every individual expresses each time he or she speaks the language of his or her ancestors and his or her own tradition. (Eco, 2000, p. 350)

1.1 Plurilingualism in Europe

The European Union has 24 official languages and one of the principal things that characterizes it is its cultural and linguistic diversity. Furthermore, the EU relies on a multilingual policy whose goal is to preserve linguistic diversity, promote language learning and enable communication between citizens of the EU in their own languages. A right of all the citizens of the EU, as stated in the Charter of Fundamental Rights, is to use one of the 24 official languages as a tool for communication with European institutions, and receive a response in the same language.[1]

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[1] See https://european-union.europa.eu.

Linguistic diversity is a crucial part of European identity; therefore, it is important for all the member states inside the EU to promote multilingualism in order to ensure keeping linguistic diversity intact, strengthen the intercultural dialogue, promote language teaching and learning, as well as youth mobility inside of the EU (Council Resolution of 21 November 2008 on a European strategy for multilingualism[2]).

The European Union has made plurilingualism one of its goals of language education policies. The Council of Europe stresses that plurilingualism is important for a number of reasons. Not only does it contribute to an increased awareness of other cultural groups that promote communication with other communities, but it is also seen as "an essential component of democratic behaviour" (Council of Europe, 2007, p.36). Some other reasons why achieving plurilingualism within the European Union is important are the following (Council of Europe, 2007, pp. 9-10):

a. *Political inclusion of all the citizens.* It is important that all citizens of the EU have the opportunity to use their full linguistic repertoire in order to participate in democratic and social processes.

b. *Economic and employment reasons.* "Individual mobility for economic purposes is facilitated by plurilingualism; the plurilingualism of a workforce is a crucial part of human capital in a multilingual marketplace, and a condition for the free circulation of goods, information and knowledge" (Council of Europe, 2007, p. 9).

c. *Building the European identity*. The sense of belonging to the EU depends on the individual's ability to communicate with other citizens of the EU by using their own linguistic repertoire.

Having introduced the concept of plurilingualism as part of the European Commission's language policy, the following part of this chapter will aim to explain the difference between the two terms that are used in this thesis: multilingualism and plurilingualism. These two concepts are interrelated and, therefore, sometimes confused with one another. We will refer here to the definition given by the Common European Framework of References (CEFR) [3]to make a clear distinction between the two terms.

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[2] https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=celex%3A32008G1216%2801%29
[3] https://www.coe.int/en/web/common-european-framework-reference-languages/plurilingualism-and-pluriculturalism

We use the term '**multilingualism**' in reference to the presence of more than one language variety in a geographical area. In that area, however, the individuals may not speak all the languages present on the territory and may be monolingual, speaking only their own language or language variety. '**Plurilingualism**', on the other hand, is the presence of more than one language or language variety in an individual's linguistic repertoire (as opposed to monolingualism, in which case an individual has only one language or language variety in their linguistic repertoire). It is important to note that, although these are the definitions from the CEFR, in some scholars' works the terms plurilingualism and multilingualism are still being used synonymously.

The next paragraph will explore the notion of lingua franca and showcase come of the dangers that using it entails.

1. 2 Lingua franca and its dangers

The literature in the field assumes that using English as lingua franca is the best solution for international communication of all kinds within the European Union. The advantage of having a lingua franca, one language that is understood and spoken by everyone,[4] is that it facilitates communication between people who speak different languages. However, lingua franca also raises some issues in the field of educational linguistics. Some serious threats that could occur if we were to accept a single language as a lingua franca are those mentioned by Doyé (2005, pp. 7-8):

a. *Threat of linguistic imperialism*: According to Phillipson (1992, as cited in Doyé, 2005, p. 8), what is intended by the threat of linguistic imperialism is the danger that one language will become dominant over other languages, and as a consequence, overshadow them or put them out of use. The expansion of English as a lingua franca may pose a threat as it would create inequality between English speakers and others.

b. *Dissociating language from culture*: Using a language as a lingua franca undoubtedly would dissociate it from its culture, literature and other components that are usually intertwined with the use of a language. If we are speaking about English as a lingua franca, this would mean that the English language would also be separated from its culture and history, making it merely a vehicular language (Bassnett, 1999, as cited in Doyé, 2005, p. 8)

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[4] A language used for communication between groups of people who speak different languages (definition from the Cambridge Dictionary online: https://dictionary.cambridge.org/it/dizionario/inglese/lingua-franca).

c. *Danger of making the communication superficial*: Using a language that is cut off from its culture risks making a conversation unclear and lacking depth, and real meaning. "The very circumstances that non-native speakers employ this language detached from its native foundation involves the risk that their communication lacks depth, clarity, and significance. If in addition, such communication becomes general practice, i.e. with many interlocutors involved who do not know the language well, then the disadvantage becomes a real danger." (Doyé, 2005, p. 8).

d. *Unequal distribution of competence among speakers*: Although it is true that English is learned as a foreign language by the majority of citizens within the EU, the levels of knowledge are rather unequally distributed. The competency of an individual depends on a number of factors, such as the level of education, and the language family that the speaker's native language belongs to (compared to others, it would certainly be easier for a native speaker of a Germanic language to learn English) (ten Thije, Zeevaert, 2007, p.12).

To prevent these dangers from occurring, it is crucial to reflect on other options for communication between the speakers of different languages. The next paragraph explores some alternatives to using lingua franca which would help keep plurilingualism within The European Union.

1.3 Alternatives to lingua franca

Receptive multilingualism, polyglot dialogue, semi-communication, and Intercomprehension are closely related terms that refer to communication between speakers of different languages or variations of languages. What differentiates these concepts from the use of a lingua franca is the fact that the speakers are not attempting to use a common language that could be understood by all communication participants. Instead, the speakers use their own language and are simultaneously able to understand the language of others. Backus, Maracz, and ten Thije (2011) talk about strategies that can be used in multilingual communication: resorting to the use of a lingua franca; a regional lingua franca, receptive multilingualism, or code-switching. Other pluralistic types of communication include translanguaging and code-mixing. Below is a brief explanation of some of the alternatives to a lingua franca.

1.3.1 Semicommunication or Receptive Multilingualism

The similarity between the language systems of different languages (in terms of grammar, vocabulary, phonology, pronunciation, and so on) between related languages makes it easier for a speaker of one language to understand another related language without having previously studied it. Haugen (1996, as cited in European Commission, 2012b, p. 3) defines this phenomenon as **semicommunication**, whereas some other scholars define it as **receptive multilingualism** - the ability to understand, at least partially, an interlocutor that speaks in their language, but respond in one's own language. Haugen describes receptive multilingualism between speakers of closely related languages that are able to understand each other due to the genetic proximity of the languages. He defines it as semicommunication.

"The classical case of semicommunication is the communication between speakers of Danish, Norwegian and Swedish, but the term is also used for similar situations as in the communication between speakers of Czech and Slovak (Budovičová, 1987a, 1987b) or between Middle Low German and Old Scandinavian (Braunmüller, 1995). Semicommunication is attested for numerous language pairs, e.g. Czech–Polish (Hansen, 1987), Croatian–Serbian (Haugen, 1990), Hindi–Urdu (Haugen, 1990), Icelandic– Faroese (Braunmüller and Zeevaert, 2001), Portuguese–Spanish (Coseriu, 1988: 140, Jensen, 1989, Zeevaert, 2002), Spanish–Italian (Hansen, 1987), Frisian–Dutch (Feitsma, 1986), Macedonian–Bulgarian (Haugen, 1990) or Russian–Bulgarian (Braunmüller and Zeevaert, 2001)" (Thije, Zeeavert, 2007, p. 105).

Braunmüller (2007, as cited in European Commission, 2012b, p. 4) states that the speakers of mutually intelligible languages might need to be made aware of mutual intelligibility. This means that the existing similarities between the languages may not be enough to make the speakers of related languages understand each other. They need to be aware of the concept of receptive multilingualism to be able to employ it.

1.3.2 Translanguaging

"Translanguaging is the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages" (Otheguy et al., 2015, p. 1).

Translanguaging is a linguistic concept that promotes an inclusive view of multilingualism. According to this concept, bilinguals' mental grammars are structured and unified collections of linguistic features. In the context of translanguaging, the principal notion is that languages are social, and not linguistic constructs. Thus, in a conversation, every individual speaks their own idiolect or repertoire that belongs to them and does not conform to any named language.

1.3.3 Code-mixing and code-switching

Although code mixing and code switching are very closely tied concepts, some differences between the two can be noted. Code-switching is usually a practice used between speakers who are fluent in two or more languages. It consists in switching, or alternating between the languages in close succession (Otheguy et al., 2015, p. 282). Code-mixing is a term used by some to refer to formal linguistic properties of the phenomenon, whereas code-switching is referred to actual spoken use by speakers of two or more languages.

1.3.4 Intercomprehension

Doyé (2005, p. 7) defines Intercomprehension as an opportunity for every conversation participant to express themselves in their own language and be understood. Conti and Grin (2008) believe that, apart from other benefits, Intercomprehension could favor human rights, in the sense that it would give linguistic minorities a chance for equal treatment.

Figure 1 shows types of multilingual discourses that can transpire in different scenarios. The situations include, for example, cases in which speaker A is able to understand L1 of speaker B and vice-versa, or speaker A is able to understand L2 of speaker B while speaker B is able to understand L1 of speaker A.

Because the languages are closely related (mutually intelligible)	semicommunication (Haugen 1966)	secondary speech community (Dahlstedt 1971)	peripheral speech community (Börestam 2001)
Because the languages are related (mutually unintelligible) and A and B have acquired receptive skills	adjoining languages (Kloss 1929)	special case of intercomprehension	intercomprehension (cf. Meissner 2004)
Because the languages are not or not closely related (mutually unintelligible) and A and B have acquired receptive skills	polyglot dialogue (Augustin 1997)	special case of polyglot dialogue	receptive multilingualism (cf. Hansen 1987)

Figure 1: Different types of multilingual discourses (Ten Thije, Zeevaert, 2007, p. 105)

1.3.5 Another lingua franca

Another possible alternative solution is having a **lingua franca that is not English**. "(...) an artificial language like Esperanto could be introduced as a common language of scientific communication. Esperanto is easy to learn and is prepared for fulfilling the task of a common scientific communicative language" (Blanke, 2009, as cited in ten Thije et al., 2012).

The next paragraph will delve into the concept of Intercomprehension and its principles. The subsequent chapters will then offer a deeper exploration of different aspects related to its advantages, teaching and learning approaches, and methodologies.

1.4 Intercomprehension

To be able to talk about Intercomprehension as a phenomenon, its notions, and its alternatives, we first need to be able to define it. The term Intercomprehension refers to an approach that was borne out of didactic discussions in early 1990. In the beginning, it was difficult for

scholars and researchers to agree on a definition, but with the progression of time, a common denominator was found. The definition agreed upon by most proponents became the following: "Intercomprehension is a form of communication in which each person uses his or her own language and understands that of the other." (Doyé, 2005, p. 7)

The proposed definition includes the main components that shape this phenomenon into what it is. Firstly, Intercomprehension is defined as communication, meaning that it can appear in any form that communication can take, written or spoken. Secondly, Intercomprehension does not involve the use of the target language by any of the speakers involved in the communication: each of the participants is using their own language. For example, one interlocutor uses his language to express himself, whereas the other interlocutor understands the utterance or text and responds in his own language. Some characteristics of Intercomprehension which have been found in research are the following:

a. It can be **"asymmetric"** (Commission Européenne, 2012, p. 4). The phenomenon of asymmetric Intercomprehension means that in the Intercomprehension situation between two languages, the speaker of one language may understand the other speaker's language better than the other speaker understands their language, or vice versa.

b. It can **be receptive**: reading/listening comprehension, mainly based on interlingual transfer. According to Ollivier and Strasser (2011, p. 3), knowledge of other languages is used to understand foreign. Productive competence in the target language is excluded, at least in the earlier

stages. Figure 2 highlights some differences between receptive and productive multilingualism.

Receptive Multilingualism	(Productive) Bi-/Multilingualism
Predominantly for informal communication	Both for formal and informal communication
Purpose-oriented, no (productive) acquisition of the target language is intended	Function-oriented (with reference to persons, topics or domains)
Face-to-face communication, especially in diglossic trading situations and other business contacts* may occur	No restrictions in principal but a distribution of the languages involved
Establishing communication at any price, frequent *ad hoc*-accommodations, no rules	Person-, topic- or domain-related language use (including code-switching, if appropriate)
Highly context- and addressee-dependent	Low mandatory context or addressee dependence
Emphasis on communication exchange and efficiency in interaction	All linguistic functions are available (if not restricted due to domains or functions)
Informal but pragmatically controlled learning by listening and speaking where no grammatical norms have to be observed	All kinds of natural-language acquisition and L2 learing, especially for the acquisition of a *lingua franca* (e.g. Latin or Low German)
Dominance of pragmatics and the situational context	Dominance of linguistic awareness with respect to domains, styles, norms and grammatical correctness
Includes the possibility to become a (fluent) speaker of the target language; may gradually include occasional (lexical) code switches.	Language use may be restricted to functional distribution; therefore no necessity for a full linguistic competence in all languages spoken.

*However, the origin of a pidgin differs from receptive multilingualism since the languages involved are not mutually understandable.

Figure 2: Differences between Receptive and Productive Multilingualism (Braunmuller, 2007, p. 30)

c. It can be a **"partial"** competence (Capucho, Oliveira, 2005, as cited in Commission Européenne, 2012, p. 9). It means that sometimes a speaker has a productive competence in one foreign language, but only a receptive one in another language. The idea of partial competence as described in the CEFR rests on the possibility to separate different linguistic abilities, for example, oral production and the ability to understand written texts.

The next subparagraph will list and describe some of the benefits that the use of Intercomprehension in the European Union would bring.

1.4.1 Why Intercomprehension?

"Intercomprehension is in perfect agreement with the political necessities of a United Europe and with the educational consequences that the two representative institutions - Council of Europe and European Commission - have drawn from their consideration of these necessities: plurilingualism, diversification and flexibility." (Doyé, 2005, p.9).

If the purpose is to maintain linguistic diversity within the EU and foster multilingualism, one language being in a position to suppress or dominate other languages would contradict that purpose. Intercomprehension would be a good solution to prevent inequality that would happen if knowing a universal lingua franca was a prerequisite for being a European citizen. If we were to accept such a prerequisite, all the individuals that don't speak the lingua franca would be unjustly excluded. In the scenario that Intercomprehension presents, all the participants in communication would use their mother tongue in order to engage in the communication. For this reason, Intercomprehension represents a valuable tool for multilingualism, diversification and flexibility (Doyé, 2005, p. 9).

Furthermore, Intercomprehension in multilingual contexts related to immigration could help by allowing language teaching that uses the native language of the immigrants. It would also be a valuable tool for the personal development of every individual, as it creates a favorable ground for language learning by building on the knowledge we already possess. Furthermore, using our native language as a reference point when trying to implement an Intercomprehension method is a good pedagogical tool, as it makes us reflect on different cognitive and linguistic mechanisms that usually come naturally to us in our native language and are thus rarely reflected upon.

Apart from creating a multilingual and diverse climate within the European Union, there are other reasons that European Commission could benefit from Intercomprehension, one of which is related to financial benefits to EU. If Intercomprehension methods were to be taught and used, it would significantly reduce the translation costs, while still being able to maintain a functioning multilingual translation service within the European Union. In addition to this, Intercomprehnsion favour access to information from multilingual sources, and this can facilitate knowledge sharing across countries. Intercomprehension also plays an important role in the commercial contacts, tourism, and customer relations sector.

Having mentioned how valuable the role of Intercomprehension methods would be in maintaining plurilingualism and facilitating communications, it is important to investigate the means of achieving it in language teaching and learning.

1.5 Intercomprehension and language learners

When we talk about Intercomprehension in a language learning context, it is important to remember that Intercomprehension as a phenomenon does not imply learning another foreign language. It can be developed in more than one language at a time. Intercomprehension is a part of the framework of the plural approaches that are, by the definition of CARAP (Candelier, 2007, p. 3), those didactic approaches that include multiple linguistic and cultural varieties in language teaching and learning. The aim of Intercomprehension is not to achieve perfect fluency in one language, mastering all the language abilities at the same time, but rather to expand one's own linguistic repertoire with different linguistic abilities. Bonvino and Jamet (2016, p. 13) sustain that, in order to be able to understand a text or an utterance in another language, the acquisition of reception strategies is needed.

Acquisition of **reception strategies** is possible due to our inborn faculty of language. To explain what the faculty of language (*faculté du langage*) is, we should mention Ferdinand de Saussure's classical theory of language and language acquisition. Saussure introduces the concept of 'langage', defined as an ability to encode messages in systems of signs and to decode these signs (de Saussure, 1916, p. 26). This faculty allows us to express our ideas and feelings, but at the same time be able to understand messages in which they are expressed by others.

In fact, Intercomprehension has a psychological base because it relies on people's ability to revoke and apply their existing knowledge. Our skills allow us to interpret a message that is normally encoded in a linguistic system that is familiar to us, however, the process functions similarly with the systems that we are not familiar with (Doyé, 2005, p. 10). Although an Intercomprehension approach is easier to implement with languages from the same language family, non-related languages can be part of Intercomprehension process as well. In such cases the knowledge can't be drawn from similarity between languages, but from knowledge transfer. The categories of knowledge that the learners can recall their existing knowledge from are described in subparagraph 1.5.1.

1.5.1 Categories of knowledge

There are many different domains of knowledge that learners of Intercomprehension can draw their knowledge from. Some theorists of Intercomprehension proposed different classifications of knowledge. The classification that is going to be referred to in this thesis is proposed by Doyé (2005, pp. 14-17) and is, as follows:

a. *General knowledge*: This refers to our encyclopedic knowledge, knowledge of the world, of important historical, political, and geographical events.

b. *Cultural knowledge*: In a text, we can recognize names of people, places, and events from our own culture or other cultures that we are familiar with.

c. *Situational knowledge*

Knowledge related to the situation, or the context in which the text or utterance is produced.

d. *Behavioral knowledge*

In some cases, communication isn't limited to verbal communication. Often times the verbal component is accompanied by different non-verbal behavior, such as gestures, facial expressions, posture, and so on. In textual communication, it can be visual components or the format of the message.

e. *Pragmatic knowledge*

Similar to situational knowledge, pragmatic knowledge means that contextual factors provide clues about the meaning of a communication. An example that Doyé gives is that a text that appears at the very end of a newspaper along with other texts of the same format, it is safe to assume that it is an advertisement.

f. *Graphic knowledge*

In written production, writing systems that are known to us might provide us with clues that can help us understand a text. For example, punctuation marks, numbers, and capitalization may help us decipher the meaning of a text, drawing on the knowledge that we already have about our own writing system or writing systems of other languages that we know.

g. *Phonological knowledge*

Learners can also try to make a guess about the meaning of an utterance if they rely on the phonological systems that they already know.

h. *Grammatical knowledge*

Based on the knowledge about grammatical systems they are already familiar with, learners can make assumptions about the grammatical structures used in a text written in a language that they don't know. Meissner has introduced the concept of 'hypothetical grammar'. The idea is that this grammar is a set of hypotheses that a learner makes in order to attempt to make sense of grammatical structures in languages unknown to them. This set of hypotheses is made based on the learner's previous grammatical knowledge, of their own language or a language that they have learned.

i. *Lexical knowledge*

When talking about lexical knowledge, we can distinguish two vocabularies that we have access to: The international vocabulary and the vocabulary of the language family that our language belongs to. Most of the international vocabulary is of Greek or Latin origin. On average, adult Europeans have 4000 of these easily recognizable words at their disposal. As far as the vocabulary of the mother tongue is concerned, speakers of a language that is part of one of the three language families have the advantage of accessing a Pan-Romance, Pan-Germanic, or Pan-Slavonic vocabulary.

Devising the right plan for learning Intercomprehension also depends on the type of learner that an individual is. Subparagraph 1.5.2. gives an overview of the types of learners, according to the classification proposed by Perkins (1992, as cited in Dufour, 2018).

1.5.2 Types of learners

Knowing which type of learner an individual is makes the learning process easier for them, while also making it easier for the teacher to create a learning plan tailored to the learner (Perkins, 1992, as cited in in Dufour, 2018). Perkins defines four types of metacognitive learners.

a. *Tacit learners* are the ones that usually have difficulty with tasks. They believe that there are no particular strategies that can help you solve a task if you don't possess the knowledge required to solve it. Oftentimes they will not attempt to approach a task for this reason.

b. *Aware learners*, as the name suggests, are aware of some processes they employ while learning. They have more metacognitive awareness than the tacit learners and they understand that monitoring their thought process is important. However, their thinking is not deliberate or planned.

c. As opposed to tacit learners, *strategic learners* possess advanced metacognitive skills. They are fully aware of different cognitive strategies and know how to use them. They engage in planning, setting desired outcomes, and they understand the importance of monitoring their progress and making changes during the process if necessary.

d. Apart from the types mentioned in Perkins' classification, Dufour also talks about *reflexive learners*, those who have mastered autonomy in learning and can do the task successfully.

It is important to note that these categories are not set in stone, and it is rather normal for an individual to display characteristics of more than one of them, depending on a range of things, such as the context, level of metacognitive development, and so on. It is also fundamental to know that belonging to one of these types does not limit the ability of someone to learn Intercomprehension. Knowing which learner belongs to which type makes it easier to make an adequate learning plan tailored to the needs of the learner. Another factor that comes into play for learners when they are attempting to comprehend a text or an utterance in an unfamiliar language is the use of reception strategies, some of which are named in subparagraph 1.5.3.

1.5.3 Reception strategies for Intercomprehension

One or a combination of more strategies can be used by learners when they are facing the task of understanding a text or an utterance in an unfamiliar language. Presented in this subparagraph are strategies from the FREPA framework, a tool that "identifies a set of skills and resources, in the development of which plural approaches to languages and cultures play a leading role" (Bonvino et al., 2018, p. 12). They are listed below and divided into categories proposed by O'Malley and Chamot (1990, as cited in Bonvino et al., 2018, p. 13): cognitive, metacognitive, and socio-affective.

a. *Cognitive strategies* relate to how we mentally process the language, achieve goals and solve problems.

Resorting to a known language or culture in order to analyze another language or culture;
Isolating units of script (sentences, words, etc.);
Establishing correspondences between scripts and sounds;
Analyzing a syntactic structure in an unknown language;
Understanding, at least partially, the meaning of an utterance by identifying a familiar element (word, syntactic or morphological structure, etc.);
Analyzing the correlations between pragmatic forms and functions;
Analyzing the relationship between the context and the situation;
Using linguistic evidence to identify words of different origin;
Creating a hypothetical grammar;
Identifying features that allow a transfer of knowledge between languages (interlingual) or within a language (intralingual);
Establishing interlingual transfers from a known to an unknown language;
Using linguistic tools of reference.

Table 1- Metacognitive strategies

b. *Metacognitive strategies* are related to being aware of the learning process and the actions that learners take when they are attempting to comprehend a text.

Checking if the transfers made are valid;
Identifying one's own reading strategies in L1 and applying them to L2;
Identifying one's own learning needs;
Applying learning strategies deliberately;
Observing one's own progress;
Knowing different strategies and being able to understand which are relevant to one's learning needs and objectives;

Table 2- Metacognitive strategies

c. *Socio-affective strategies* are "strategic actions linked to social and affective aspects" (Bonvino et al., 2018, p. 7):

Interacting with the text, the professor, the peers;
Asking for explanations;
Cooperating with peers to solve problems
Seeking information from various sources.

Table 3- Socio-affective strategies

The focus on strategies is central to many Intercomprehension teaching methods and strategy instruction is one of the main action teachers embed in their didactics.

1.6 Teaching strategies to promote Intercomprehension

When it comes to teaching Intercomprehension, the role of the teachers is to help their learners develop strategies seizing the message they read or hear. They need to do that by observing learners' needs and prior language knowledge, their attitude to other languages and so on. They should act as learning facilitators and guide them in the right direction.

These are some strategies teachers could integrate in their teaching actions:

a. Comparing the languages involved, for example by highlighting similarities in vocabulary, grammar structures, and phonetics. This helps learners recognize patterns and commonalities.

b. Identify and emphasize shared vocabulary between the languages. This enables learners to quickly grasp the meaning of certain words and phrases in the target languages.

c. Adopt authentic materials, such as texts, videos, and audio recordings in the target languages. This exposes learners to real-world examples of Intercomprehension.

c. Provide resources in multiple languages, like bilingual dictionaries or glossaries that cover the source language and target languages.

d. Encourage learners to practice with native speakers or others proficient in the target languages. This real-world application can enhance comprehension skills.

e. Provide regular feedback on learners' performance and encourage self-reflection on their progress. This helps them identify areas for improvement and celebrate successes.

f. Integrate language learning apps, online resources, and multimedia tools to supplement traditional teaching methods. These can provide additional exposure to the target languages.

g. Enhance autonomy in learning, for example by providing resources and activities that learners can explore on their own.

Other teaching tips which can favour intercomprehension processes are those suggested in Bonvino et al. (2018, p. 12):

a. The learners are exposed to a text in a language that they don't know, and they are expected to use their own strategies to try to understand it.

b. Transposition of meaning into L1: the teacher asks the learners to translate the text into their language, in order to observe which strategies they are using in order to do so.

c. Keeping a think-aloud protocol is asked of students: while translating the text, they are supposed to speak about the strategies that they are using.

d. The teacher allows inferencing strategies when the learners are experiencing trouble understanding.

e. Eliciting through questions: the learners are asked to use the metacognitive strategies to plan, monitor, and evaluate their comprehension.

f. When it comes to incomprehensible elements, the teacher asks the learners to use resources such as dictionaries.

g. Focused practice: learners are asked to apply the strategies to read different texts in the target language.

Some learners' and tutors' strategies were noted in Intercomprehension courses with EuRom5 materials and methodology. These strategies show "encouraging results in terms of raising the participants' ability to use self-management strategies. In particular, nine different strategies could be traced, and they are: repetition, global approach, approximation, listening, transparency, context (extra-textual and textual), guessing, resourcing and "meta" (metalinguistic and metacognitive strategies)" (Fiorenza 2017 in Bonvino et al., 2018, p. 13).

In order to understand how to better work on reception strategies and help learners process the oral or written or multimodal texts they have to understand, different methods have been experimented in the last 30 years.

1.7 Intercomprehension projects

There are many existing Intercomprehension projects, out of which the best-known ones are tied to the three major language families in Europe. To provide an introduction to the topic of Intercomprehension projects and approaches, below are listed those language families and their respective languages.

a. The Romance languages: Italian, French, Spanish, Portuguese, Catalan, Provencal;

b. The Germanic languages: German, Dutch, English, Swedish, Danish, Norwegian, Icelandic;

c. The Slavonic (Slavic) languages: Serbian, Croatian, Russian, Bulgarian, Polish, Czech, Slovak, Ukrainian.

1.7.1 Eurom5

The Eurom5 project is based on the idea of Claire Blanche-Benveniste. It was devised for speakers of Spanish, Catalan, Italian and French and it aims to allow the speakers of any of these languages to receptively learn the other three languages. Claire Blanche-Benveniste designed the project in 1994, along with colleagues from other Romance countries: Simone, Bonvino, Caddéo, Pippa, Vilaginés, Bernal, Cortés V. and Fiorenza. It was devised to allow speakers of four Romance languages, Spanish, Catalan, Italian and French, to arrive at a receptive competence in all these languages.

The main characteristic is the use of newspaper articles. Moreover, a voice recording of the article is made available to the learners. They are expected to read the article, listen to the recording, and then explain what they did and did not understand. The focus of this project is to achieve written comprehension, and for the speakers of one of these languages to be able to read a newspaper article in the other three languages, only using a dictionary to search for some words they do not understand. For some information about Eurom5, consult http://www.eurom5.com.

1.7.2 IGLO (Intercomprehension in Germanic languages online)

IGLO started in 1999. It involves the following languages: Norwegian, Swedish, Danish, Icelandic, English, Dutch, and German. It was devised by Haider, in cooperation with the Universities Trömsö, Lund, Kopenhagen, Reyjkjavik, Amsterdam, Hagen, and Salzburg.

The goal of the project is to develop a foreign language distance learning program. Learners can choose one language as their starting point, and any of the remaining six languages as the target language. For instance, a German speaker can utilize it to acquire competencies in Swedish, or vice

versa. This project's objective was to illustrate resemblances and differences within the Germanic language family and to simplify Intercomprehension between these languages.[5]

1.7.3 EuroComSlav

This project was firstly concerned with the transferability of the EuroCom model into the Slavic language group, with Russian as the starting language. It was coordinated by the Leopold-Franzens University in Innsbruck and led by Zybatow. The languages that it involves are Russian, Bulgarian, Polish, Czech, Ukrainian, and Belorussian.

The main characteristic is that it uses German as a working language, and Russian as a starting language, while Bulgarian, Polish, Czech, Ukrainian, and Belorussian are the target languages.[6]

Notable research in the field of Slavic Intercomprehension can also be found within the INCOMSLAV project.

1.7.4 INCOMSLAV

This project is dedicated to examining the connections among information density, encoding density, and grammatical evolution in Slavic languages. An interesting work to mention is that of researchers of the INCOMSLAV project, Fischer et al. (2016), which studies linguistic correspondences between pairs of related Slavic languages, namely pairs of Czech-Polish and Russian-Bulgarian. This work could be used for devising a tool useful for further research in comparative linguistics of Slavic languages. The main focus of it is the ability of speakers of languages of the Slavic language family to understand one another. Regarding a different language pair, Saturno (2019) gave a text in Polish to speakers of Russian as L2 to test their comprehension. His research also included a metalinguistic analysis and tested the knowledge and use of grammar elements.

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[5] https://www.plus.ac.at/linguistik/der-fachbereich/mitarbeiterinnen/o-univ-prof-dr-hubert-haider/personalpage/iglo/
[6] http://www.eurocomprehension.eu/slav/slavtext.htm

Subparagraph 1.6.2 describes the EuroCom approach and the system of transfer techniques related to it.

1.7.5 EuroCom project and The Seven Sieves

EuroCom was born as a project within the Romance languages department of the Johann Wolgang Goethe University in Frankfurt, and the manual connected with it, *EuroCom – Die sieben Siebe. Romanische Sprachen sofort lesen können* was created by Klein and Stegmann in 2000.

It was born out of the necessity to promote multilingualism within the European Union and it aims to dispute the idea that learning a foreign language is a process where you have to start from the beginning. Instead, it leads learners to conclude that a foreign language isn't something completely unknown, and they can deduce many things related to a language by using their previous knowledge from various different fields. The project can be applied to Romance (EuroComRom), Germanic (EuroComGerm), and Slavic languages (EuroComSlav) (Fiedler, 2010).

EuroCom focuses on *"optimized deduction"*, or the ability to transfer the elements of our previous experiences and previously acquired knowledge to new situations. (Klein, Stegmann, 2000, as cited in Doyé, 2005, p. 12). In the starting phases, EuroCom project leads the learners to the conclusion that they already know more than they think they do. Realizing that lowers the mental barriers that the learners may initially have, helping them get rid of any blockage that is impeding them from trying to get closer to understanding a foreign language, and raising their self-confidence. This makes it easier to start applying the method, spikes interest in learning, avoids discouragement and boosts motivation. In EuroCom every effort is rewarded, which adds on to the learner's self-confidence and keeps them motivated and moving towards their goal. In the initial stage, the focus is on reading comprehension. The motive behind it is that it is the easiest one to acquire and it progressively leads to acquiring oral and written competence. In the world of information, also, reading comprehension is essential in order to decode a written message.

The EuroCom method described by McCann, Klein, and Stegmann (2003) is based on a knowledge of one Romance language of a person whose native language is English. According to Meissner (2003), the language that one is relying on when trying to understand other languages through an IC methodology does not necessarily need to be their native language. He defines it as:

"la capacité de comprendre une langue étrangère sur la base d'une autre langue sans l'avoir apprise" (Meissner, 2003, p. 31)[7] - the language that we use as a base to understand a text or an utterance in another language may be any of the languages that we know, whether it is our native language, our second language, or a foreign language.

A system of seven transfer techniques was devised in order to enable achieving receptive reading competence in a short time, and it was called "Seven Sieves". When approaching a text, we can start by identifying some information: the context in which we find the text, its format, the punctuation, and common words we know from our socio-cultural knowledge. There are several steps that we can take to ensure that we are correctly approaching the text and doing the most to ensure understanding. Starting from the beginning, we can try to guess the topic or the context of the text with the help of titles and headlines. When reading a text for the first time, a useful technique for understanding it is ignoring the words that are not known to us, and focusing only on the familiar words. The next step is figuring out what the text is about, what type of text it is, and what is the writer's tone. Then we move on to translating the words that we know, firstly with the help of International Vocabulary. In a second reading, we should try to figure out the missing words from the context.

In the initial phases, the Seven Sieves method presents learners with 7 phases, so-called sieves, during which they need to extract 'gold', or information from their previous knowledge. These are distinctly divided at first, but once the learner has understood the process, they would no longer have to go through the seven phases one by one because they would be able to deduct information from all of these phases simultaneously (McCann et al, 2003, pp. 23-131)

a. The First Sieve is a phase in which the learner finds international words in the texts. International vocabulary, or IV, exists in most European languages and it consists of words that mostly derive from Latin and Greek. It is thought that European adults normally have 5000 international words at their disposal. Apart from those words, it also includes internationalisms, internationally known personal names and names of geographical locations and concepts.

b. The Second Sieve employs the linguistic repertoire related to the language family that our language belongs to. This means that knowing one language from a language family can make

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[7] "Capacity to understand one foreign language based on another language, without having studied it", translation from French by the author of the thesis.

learning another language from the same family easier due to the existence of a common vocabulary. For instance, in regard to Romance languages, the learners can benefit from a common Pan-Romance vocabulary (PV).

c. The Third Sieve explores lexical similarities and, in this phase, the learner tries to find a mechanism for understanding how words function in different languages. Sometimes it is not so easy to recognize a word in another language simply because it has undergone many changes throughout the past. In such cases, we could make use of sound correspondence. EuroCom provides learners with Sound Correspondence formulae. For example, if the translation of 'night' is nuit, noche and notte respectively in French, Spanish and Italian, one can deduce that 'lait' would have the same suffixes in the other two languages (which is a correct hypothesis in this case, as the words are leche in Spanish and latte in Italian).

d. The Fourth Sieve is focused on spelling and pronunciation (SP). For example, if we observe the spelling of specific words in one language from a language family, we may be able to deduce which type of a word it is or even what it means in another language from the same family by observing the similarities in the way that the word is spelled or pronounced. Tyvaert (2008, as cited in Caure, 2009) says that speech can be useful in understanding a text and it may aid comprehension by providing additional information.

e. The Fifth Sieve is a phase in which the learners observe how the knowledge of syntactic systems in one language can help them understand the syntax in a different related language, and therefore understand the meaning of the text or utterance more easily.

f. The Sixth Sieve is about the morphosyntactic elements (ME) and uses them to deduce the meaning of a text or an utterance in another language. For example, knowing how a verb in the first person singular is formed in one language can help us recognize it in another related language that uses a similar system.

g. The Seventh Sieve focuses on prefixes and suffixes. We could understand the meaning of a word by separating it into prefixes, suffixes and the root word. Consequently, we would be able to decipher many words if we remember a relatively small number of prefixes and suffixes that come from Latin and Greek.

In the next stage of the EuroCom strategy, the focus is on individual languages that belong to a language family. In this phase, EuroCom provides Miniportraits of the individual languages,

which provide information about the language itself, its linguistic characteristics, the geographical distribution of the language, historical development, dialects, and varieties.

The idea is that a learner, after having learned about the Seven Sieves method and how to use it, can focus on individual languages and their features in order to come to a better level of understanding. Apart from this, learners are given a Minilexicon which contains 400 most common lexical elements in a systematic way. These consist of numbers, articles, propositions, adjectives, nouns, conjunctions, pronouns, and adverbs. Most common verbs and their forms are also present in it (McCann et al., 2003, p. 16). Figure 3 provides a representation of the earlier-mentioned optimized deduction technique. It shows the processes that the learner goes through when approaching a text written in a foreign language.

Receptive Eurocomprehension: EuroComRom Optimised Deduction Technique

Extra-textual information

Reader expectation → General textual information after skimming the text ← Previous knowledge relevant to the text

Elements to be deduced

Material that is unimportant for working out meaning

Important elements for working out meaning

Spontaneous deduction

using International Vocabulary (1st Sieve) ↔ using Pan-Romance Vocabulary (2nd Sieve) ↔ using Spelling and Pronunciation (4th Sieve) ⋯▶ Deduction unsuccessful

Sound Correspondence formulae (3rd Sieve)

Considered deduction

in terms of context using

Syntact. transfer (5th Sieve) ↔ Morphosynt. transfer (6th Sieve) ↔ Pre-/ Suffix transfer (7th Sieve) ⋯▶ Deduction from context fails

Text worked out

Dictionary

Successful text reception

Figure 3: Schematic representation of EuroComRom (McCann et al.,2003, p. 17)

As opposed to the Intercomprehension projects discussed in the previous paragraphs, the following subparagraph delves into the projects that do not involve the languages from the same language family.

1.7.6 Intercomprehension projects among non-related languages

According to Meissner (2003), the language that one is relying on when trying to understand other languages through an Intercomprehension methodology does not necessarily need to be their native language. He defines Intercomprehension as as: "la capacité de comprendre une langue étrangère sur la base d'une autre langue sans l'avoir apprise" (Meissner, 2003, p. 31). The language that we use as a base to understand a text or an utterance in another language may be any of the languages that we know, whether it is our native language, our second language, or a foreign language. Using an Intercomprehension approach in order to understand an unknown language is not strictly limited to languages within one language family. There is also a possibility of teaching Intercomprehension for non-related languages.

Some projects, for example EU+I, present situations of 'border crossing', cases in which the language that the speaker is trying to understand isn't similar to their mother tongue or any other language that they know. In such cases, they don't rely on language transfer, but on other types of non-linguistic knowledge transfers.

In **EU+I** (European Awareness and Intercomprehension) project, Intercomprehension is "not only the result of linguistic transfer between languages of the same family, but as the result of the transfer of strategies in the framework of a general interpretative process with underlies all communicative activity" (Capucho 2002, as cited in Doyé 2005, p. 13). The languages that are part of this project are Bulgarian, Dutch, French, German, Greek, Italian, Portuguese, Spanish, Swedish and Turkish.

ILTE (Intercomprehension in Language Teacher Education) is a project designed with the aim to help language teachers gain the necessary skills in order to guide their students to transfer their knowledge from one language to another (Doyé, 2005, p. 13). It was a project under the Socrates programme, which lasted from 1998 to 2001. It was coordinated by Ulseth, with the help of Aarsund, Larsen, Holm-Johansen, and Pettersen, and its main characteristic was the idea that the citizens of Europe develop language skills in several languages and be able to communicate with each other.

The preceding chapter explored various facets of Intercomprehension, its importance in facilitating communication and achieving a multicultural environment in Europe, and its applications in language teaching and learning. To understand the reason for conducting an Intercomprehension experiment between Serbian and Russian, it's important to briefly explore the history of the Slavic language family, developmental transformations within it, phonological changes, and characteristics that define both Serbian and Russian. Although these two languages belong to different branches of the same language family, they share similarities that make them mutually intelligible and the research aims to explore to what extent Russian speakers can understand a text in Serbian. The following chapter serves as a bridge between the theoretical implications of Intercomprehension and the research that is presented and analyzed in the subsequent chapters.

2. ORIGINS OF RUSSIAN AND SERBIAN

This chapter talks about the history of Slavic languages and their development. The first part of the chapter, paragraph 2.1, focuses on the birth of the first Slavic alphabet, Glagolitic, and its subsequent replacement by Cyrillic. The next paragraph, 2.2, presents a classification of linguistic changes from Proto-Indo-European to Proto-Slavic. Afterward, the history and changes that happened between Proto-Slavic and Late Common Slavic are offered in paragraph 2.3. Paragraph 2.4 touches upon the period between Late Common Slavic and modern Slavic languages, and the following paragraph delves into the modern Slavic languages and the alphabets used in their written forms. Finally, the last paragraph provides an overview of linguistic changes in Russian and Serbian, as well as their brief history, development, and phonological characteristics.

2. 1 The mission in Moravia and Slavic alphabets

In 862. prince Rastislav of Great Moravia requested that the Byzantine Emperor Michael III send a Christian missionary with a good knowledge of Slavic. Rastislav's objective was to lay foundations for a church that would use liturgical texts in the Slavic language that would limit the pressures imposed by the Franco-German clergy. For the sake of political and diplomatic interests between Byzantium and Moravia, the Emperor decided to send experienced missionaries with a great knowledge of Slavic and theology. Chosen for this mission were two brothers from Thessaloniki, an area in Greece where, at the time, except for Greek, a dialect of Slavic was also spoken. The two brothers, Methodius and Constantine (or Cyril, his monastic name), had a native bilingual proficiency in Slavic and an impressive background. Methodius was a governor of a Slavic-speaking province in Greece, and later a monk, and Cyril "worked as a professor, a private secretary and librarian to the Patriarch of Constantinople, and as a successful diplomat" (Carlton, 1991, p. 34).

To be able to spread Christianity among the people of Moravia, certain parts of the Gospel needed to be translated into Slavic. A new alphabet had to be devised so that the Slavic sounds could be represented in writing. The alphabet that Cyril and Methodius invented was known as Glagolitic, whose origins are explained more in-depth in the next subparagraph.

2.1.1 Glagolitic to Cyrillic

The origins of new alphabets are usually not difficult to trace. However, it is not known with certainty which alphabet was the model for Glagolitic, the alphabet devised by Constantine. The most plausible theory was the one proposed by the British paleographer Isaac Taylor in 1880. according to whom the shapes of most Glagolitic letters derived from Greek cursive. Why was there a need for a new alphabet to be devised instead of just adapting the Greek alphabet to the needs of the Slavic language? During the great debate in Venice, Constantine explained that having a distinct alphabet gives the right to the language to be "worthy of praising God in the Sculptures" (Schenker, 1995, p. 178), worthy of translating the Bible into. Glagolitic remained in use for around a millennium, although going through changes and undergoing modifications. It was substituted by Cyrillic, "an adaptation of the Byzantine Greek uncial alphabet to the needs of Slavic" (Schenker, 1995, p. 167). The only instances where Greek couldn't be used were those where Slavic sounds didn't have a counterpart in Greek.

It's not certain when exactly and why the term 'Glagolitic' or *glagolica* in Slavic came to use. The word *glagolica* has its root in the Old Church Slavic noun *glagolъ*, meaning 'word', and its derivative verb *glagolati* which means 'to speak'. "It seems that the specifically Church Slavonic associations of the stem *glagol-* were deemed appropriate for the name of an alphabet that was used solely in church services" (Schenker, 1995, p. 177). Based on the postscript of the Book of the Prophets that was copied in 1047 by the Novgorod priest Upyrь Lixyi, some scholars think that before the introduction of the term Glagolitic, this alphabet's name might have been Cyrillic. The translation of the part that led the scholars to believe that is the case is: "Praise be to Thee, O Heavenly King, for letting me write these books from Cyrillic to Prince Vladimir ruling in Novgorod, the elder son of Jaroslav". Upyrь Lixyi's translation was written in Cyrillic, therefore it is believed that the original alphabet that he translated from was Glagolitic.

2.1.2 The origin of Cyrillic

After the death of Methodius, the disciples of Cyril and Methodius were persecuted by the Frankish clergy, who were against using Slavic languages for religious practices. They were imprisoned, banished, or sold into slavery. Those disciples that could escape, sought refuge in

Bohemia, Dalmatia, or Bulgaria. The majority of them were welcomed in Bulgaria, where King Boris was in favor of promoting the teachings of Cyril and Methodius, as he had the intention of converting his people to Christianity with the help of books in Slavic and teachers (Alexander, 2006). One of the refugees from Moravia that arrived in Bulgaria, Constantine, was famous for his literary works and was later appointed as the bishop of Preslav. An important translation, the translation of the "Outline of History" or "Abridged Chronology" compiled by the Patriarch Nikephoros, was attributed to him. In one part of the translation, Constantine mentioned *preloženьje kьnigь*. It's not completely clear what he meant by this syntagm. It could have been referred to a translation project, but from the text, it wouldn't be clear which one. Other than something related to translation, the term could mean a transfer, a transformation. As from the context it is not clear what he is referring to, and if he was referring to a translation project presumably the books in question would be mentioned, we can assume it is the latter. "He is referring to some sort of transformation in the books themselves - possibly in the way in which they were written, that is, a change in the writing system. This interpretation is strengthened by the fact that originally the word *kьniga* was not used exclusively in the modern meaning of "book, written document" but also in the sense of "alphabetic symbol, letter". This being the case, then the phrase in question most likely refers to an exchange of alphabets, a transformation in the letters used to write OCS" (Carlton 1991, p. 51). If this is the case, this translation indicates that in 894 one alphabet was substituted by another. In reality, for approximately two centuries the two alphabets have coexisted. Cyrillic was used predominantly in eastern Bulgaria and the center of use of Glagolitic was in Ohrid, until the 12th century. Traces of Glagolitic in its square form remained throughout the Dalmatian peninsula until the 20th century. The translation would also possibly explain the name of the new alphabet: if it was devised by Constantine or at least while he was a bishop, it would make sense that the two Constantines (Constantine - Cyril, and Constantine, bishop of Preslav) got confused and the creation of the alphabet got mistakenly attributed to Constantine - Cyril. Paragraph 2.2 will go in-depth about the phonological changes that happened in the passage from Proto-Indo-European to the Proto-Slavic language.

2.2 Phonological changes: Proto-Indo-European to Proto-Slavic

Proto-Indo-European is a hypothetical language that is believed to had been spoken in the 3rd millennium B.C. All that is known about this language is fruit of recostructions based on the comparison of Indo-European languages. Shevelov proposes a classification of changes that happened during the transition from Proto-Indo-European to Proto-Slavic. The classification, as reported in Calrton (1999, pp. 94-119), is the following:

a. **The loss of aspiration in the aspirated stops**

All of the Indo-European dialects had the voiced aspirates (b^h, d^h, g^h, $\acute{g}^h$, g^wh). In the passage to Proto-Slavic, they underwent loss of aspiration and became b, d, g, $\acute{g}$, g^w.

b. **The loss of syllabic sonants**

Vocalic sonants underwent breaking down into a sequence of vowel + consonant. The vowel that appeared after the process would always be one of those shown in the figure 4 below.
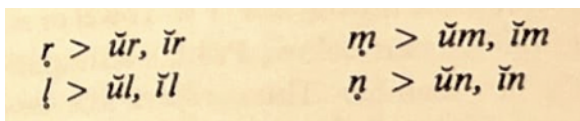
Figure 4: The loss of syllabic consonants in Proto-Slavic (Carlton, 1999, p. 95)

c. **The loss of labovelars**

The lack of labial features in labiovelars is one of the traits that clearly indicates that Slavic belongs to the satem group of languages.

$k^w > k$ and g^w (from both g^w and g^wh) $> g$.

d. **The rise of x < s**

In most cases, *x* in Slavic originated from *s* in Indo-European. This change happens under the condition that *s* is preceded by *i, u, r* or *k*, and that there is a vowel after it.

e. **Development of the palatovelars**

$\acute{k} > s$ and $\acute{g}$ (from both $\acute{g}$ and $\acute{g}h$) $> z$. Along with the characteristic of labiovelars, this change definitely proves that Slavic belongs to the satem group.

f. **Fronting of back vowels after palatals**

Due to the tendency of the consonants and the following vowel to make a harmony, it was impossible for a palatal consonant to be followed by a back vowel. To solve this, back vowels were

changed to its front correspondents, in a way that high back became high front, and low back turned into low front.

g. **Monophthongization of all diphthongs**

The process of monophthongization of diphthongs from Proto Indo-European to Early and Late Proto Slavic is shown in figure 5.
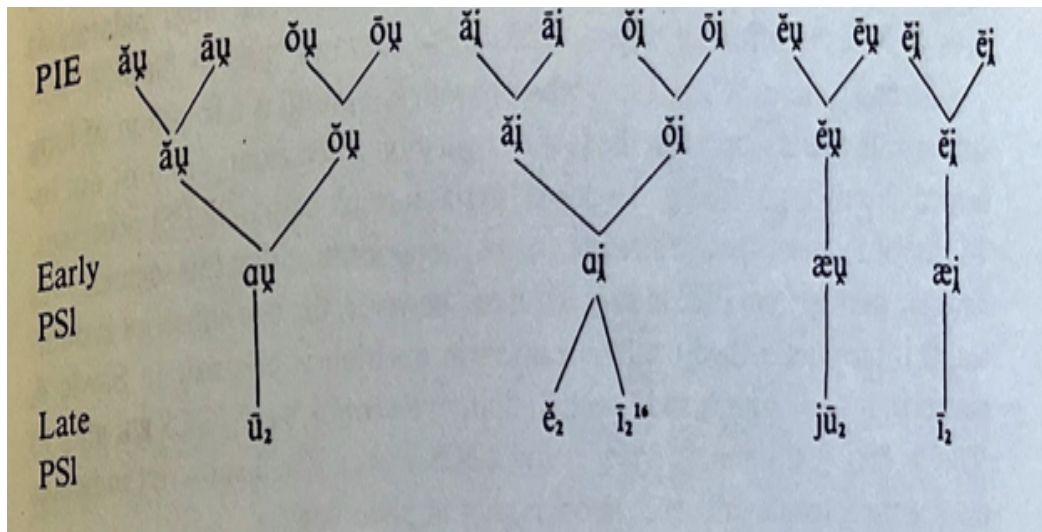
Figure 5: The monophthongization of diphthongs (Carlton, 1999, p. 117)

Diphthongs (syllables that ended in a semivowel) were simplified by merging the vowel and the off-glide (semivowel). This occurred only when the diphthongs were followed by a consonant or a pause.

Changes that happened during the period between Proto-Slavic and Late Common Slavic are described in paragraph 2.3.

2.3 From Proto-Slavic to Common Slavic and Late Common Slavic

Proto-Slavic was the first Slavic language that evolved from Proto-Indo-European. There are no literary texts written in Proto-Slavic because it was in use long before the first alphabet for writing Slavic sounds was invented. Scholars are not unanimous in indicating the time of the passage from Proto-Slavic to Common Slavic. Everything we know about Proto-Slavic is the fruit of its linguistic reconsctructions. Proto-Slavic was a unified Slavic language without any

differences in dialects, and it disappeared around three centuries before the mission of Cyril and Methodius (by the time of their mission, Late Common Slavic had already been divided into dialects, but they were without major differences that would make them mutually unintelligible.) Piper (1998, pp. 23-46) reports that the exact reason that Proto-Slavic ceased to exist is unknown, but some scholars believe the reason is a mix of two factors: linguistic (changes in important linguistic laws) and non-linguistic (loss of relations between certain tribes, differences in evolution between tribes, contact with other tribes, and so on).

Carlton (1999, pp. 120-238) described some linguistic changes that happened between Proto-Slavic, and Common Slavic and Late Common Slavic:

a. **The first palatalization of velars**

In a syllable, the consonants and the following vowel make a harmony in which the front vowel will palatalize the consonant before it, and the back vowel will velarize the consonant. Velars have to be articulated in the region of the velum, and a front vowel has to be formed in the front of the speech tract. This problem got solved by shifting the velars into the palatal region, resulting in the following process: *k>č*, *g>ž*, *x>š*, and in the clusters *sk>šč*, *zg>ždž*. The effects of the first palatalization were evident in all Slavic languages.

b. **The law of the open syllable**

Different developments in Proto-Slavic led to the syllabic structure of CVCVCV (C-consonant, V-vowel), meaning that every syllable ends in a vowel.

c. **Merger of ā, ō and ă, ŏ, ə and lowering of ĕ**

Late Indo-European had monophthongs (in short and long form) and diphthongs. In total, it had 16 phonemes: five basic vowels i, e, a, o, u; long phonemes ī, ē, ā, ō, ū, and a combination of diphthongs (ei, ai, oi, eu, au, ou). "In disintegrating IE, this number grew to twenty-two. The loss of laryngeals brought about a set of six long diphthongs, i.e., diphthongs with long first components" (Shevelov, 1964, p. 23). Subsequently, this older system evolved into an 11-vowel system in Common Slavic. For more details on the evolution of vowels, see Shevelov (1964). This transformation is represented in the figure 6:

ā, ō > ā: long low back vowel without distinctive rounding
ă, ŏ, ə > ă: the same as above but short
ē, ě > æ, ǽ: long and short low front vowels

Figure 6: Merger of vocals (Carlton, 1999, p. 97)

d. **The simplification of consonant clusters**

Although Proto-Slavic eliminated a lot of consonant clusters as a consequence of the sonority scaling and the law of open syllables, there were some permissible clusters. The permissible clusters were divided in two and three-member clusters, which are illustrated in the figure 7:

Figure 7: The simplification of consonant clusters (Carlton, 1999, p. 101)

e. **The development of prothetic consonants**

Almost all forms ended with a vowel at this time, due to the tendency of having the syllables of the type CVCV and because of this it was necessary to do something to prevent hiatus of a final vowel and the beginning vowel of the following form. A prothetic consonant was added for this purpose.

f. **The jotation of consonants**

Jotation refers to the influence that jot (a palatal fricative *J* in Slavic languages) has on the consonant before it. For example, *gj* > *ž*, *nj* > *n'*, *snj* > *šn'*.

g. **The first palatalization of velars**

In a syllable, the consonants and the following vowel make a harmony in which the front vowel will palatalize the consonant before it, and the back vowel will velarize the consonant. Velars

have to be articulated in the region of the velum, and a front vowel has to be formed in the front of the speech tract. This problem got solved by shifting the velars into the palatal region, resulting in the following process: *k>č, g>ž, x>š*, and in the clusters *sk>šč, zg>ždž*. The effects of the first palatalization were evident in all Slavic languages.

2.4 Late Common Slavic to Modern Slavic languages

As anticipated in paragraph 2.3, Late Common Slavic was already divided into dialects at the time of Cyril and Methodius' mission in Moravia, but there was no official alphabet in use. The language of their translation of the liturgical texts is usually called Old Church Slavic language, and it was a South Slavic dialect that was at the time comprehensible to all the Slavs (Janda, Townsend, 2002). By the 11th century, the spoken language had changed so much that it was no longer similar to the written language. Because of this, a new language began to form that kept the most important features of Old Church Slavic/Slavonic, but also incorporated elements of the spoken language. The new language, called Church Slavic, differed slightly from region to region because the spoken language itself was not exactly the same in all the regions. Its recensions were Bulgaro-Macedonian, Serbian, East Slavic (subsequently divided into Russian and Ukrainian-Belorussian), Croatian in Glagolitic script, and Czech or Bohemian in Glagolitic script.

As time progressed, it became apparent that Church Slavic was perfectly suited for religious matters, but lacked vocabulary when it came to modern and scientific concepts. A necessity for a new language arose from the need to pursue education in fields other than religion. A language that didn't include Church Slavic was unimaginable for some, which described such a scenario as adopting a language that "would lack dignity, would have no connection with the past and would be a denial of one's own cultural and religious heritage" (Carlton, 1991, p. 46). Adopting new literary languages made the use of Church Slavic diminish and become purely liturgical, nowadays used only by some Orthodox Churches (for example, Russian, Serbian, and Bulgarian). Church Slavic was split into its redactions, depending on the territory: Serbian redaction, Bulgarian redaction, and so on.

Next, paragraph 2.5 presents the Modern Slavic languages, their division, and similarities between them.

2.5 Modern Slavic languages

Slavic (also referred to as Slavonic) language family is a branch of Indo-European languages. It is further divided into following groups, and the data concerning the number of speakers has been adapted from Šipka (2022, pp. 21-34):

a. The East Slavic group: Russian (with 150 million speakers in Russia and neighboring countries), Ukrainian (35 million speakers, mainly in Ukraine), and Belorussian (5 million speakers in Belarus), Rusyn (or Ruthenian).

b. The West Slavic group: Polish (45 million speakers, mainly in Poland) and Kashubian[8], Upper Lusatian (Sorbian), Lower Lusatian (Sorbian), Czech (10 million speakers in Czech Republic), Slovak (5 million speakers in Slovakia). [9]

 c. The South Slavic group: Serbian, Croatian, Bosnian, Montenegrin (spoken by 21 million people in Serbia, Croatia, Montenegro, and Bosnia and Herzegovina), Slovene (2,5 million speakers in Slovenia), Macedonian (over 2 million speakers in Macedonia), Bulgarian (9 million speakers in Bulgaria).[10]

The language that Croatians, Serbians, Bosniacs, and Montenegrins speak is polycentric. By definition, a polycentric standard language is a language with several national variants that differ in some ways, but not enough to be considered separate languages (Glück, 2000, as cited in Kordić, 2010, p. 77). It is typically spoken in several countries. The language spoken by Croatians, Serbians, Bosnians, and Montenegrins was different from other polycentric languages, as it was the only one that was spoken within one country (Ammon, 1995, as cited in Kordić, 2010, p. 78) With the separation of the countries, it became a typical polycentric language. The three main differences between the languages (or variants of language) used in Croatia, Serbia, Bosnia, and Montenegro are the alphabet (Croatia and Bosnia use Latin as the main alphabet, while Serbia and Montenegro use both Cyrillic and Latin), the spelling and accent (*ekavian* or *ijekavian* spelling and pronunciation; Croatian and Bosnian languages use ijekavian, while Serbian uses mostly ekavian, but not exclusively). The third difference concerns the vocabulary. This difference shows flexibility

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[8] Carlton lists Polish and Kashubian (a dialect of Polish, according to Bošković (1990)) together, but acknowledges the fact that some researchers consider it as a separate language due to the fact that it is very different and not understandable to the speakers of some northern Polish dialects.

[9] This group also includes extinct languages such as Slovincian, Polabian and Pomeranian.

[10] This group includes Old Church Slavic an extinct language.

to some degree – some vocabulary items are distinctly connected with either Serbian or Croatian, while others have mixed markings (Alexander, 2006, p. 18).

The result of The Common Slavic disintegrating into different dialects was individual languages. We are able to compare and contrast literary languages, those that have been standardized in a written form. The written form necessarily originated from some spoken form of the language.

Whichever dialect is the base of a literary language, it may have been influenced by other dialectal areas. Furthermore, Slavic Orthodox nationalities have all been heavily influenced by Church Slavic at some point in their literary history. Some languages, such as Serbian, got rid of this influence almost completely, while Russian still continues to show it. In paragraph 2.6, only the characteristics of Serbian and Russian will be thoroughly explained, as they are the focus of the thesis.

In modern Slavic languages, about 2000 lexemes of the elementary type have been inherited from the Proto-Slavic language fund. An overview has been taken from Piper (1998, p. 24) and adapted, excluding smaller languages such as Polabian. The following table showcases some elementary-type lexemes inherited from Proto-Slavic throughout all modern Slavic languages:

Russian	*тать*	*дитя*	*есть*	*белый*	*пять*
Ukrainian	*мати*	*дитя*	*їсти*	*Білий*	*п'ять*
Belorussian	*маці*	*дзіця*	*есць*	*белы*	*пяць*
Polish	*matka*	*dziecię*	*jeść*	*biały*	*pięć*
Czech	*matka*	*dítě*	*jísti*	*bilý*	*pět*
Slovakian	*matka*	*diet'a*	*jest'*	*biely*	*pät*
Bulgarian	*майка*	*дете*	*ям*	*бял*	*пет*

Macedonian	*мајка*	*дете*	*јаде*	*бел*	*пет*
Serbian	*мајка*	*дете,*	*јести*	*бео*	*пет*
Slovenian	*mati*	*dete*	*jesti*	*bel*	*pet*

Table 4- Modern Slavic languages

According to Sussex (2006), the modern Slavic languages are mutually comprehensible to a certain degree. This mutual comprehension, at least on a conversational level, is due to geographical and linguistic proximity of the languages.

2.5.1 Alphabets of modern Slavic languages

The two alphabets used in modern Slavic languages are Cyrillic and Latin. Cyrillic is the most widespread Slavic alphabet, and it is one of the characteristic marks of the Slavic culture, although it is not the official alphabet of all Slavic languages. The languages that use Cyrillic as their official alphabet are Russian, Ukrainian, Belorussian, Bulgarian, Macedonian, and Serbian (which also uses the Latin alphabet). The Cyrillic alphabet, however, is not completely the same in all modern Slavic languages that use it. Out of 30-33 Cyrillic graphemes that the languages have, 24 are the same in all of Slavic Cyrillic alphabets: A, B, V, G, D, E, Ž, Z, I, K, L, M, N, O, P, R, S, T, U, F, X, C, Č, Š (in Cyrillic: А, Б, В, Г, Д, Е, Ж, З, И, К, Л, М, Н, О, П, Р, С, Т, У, Ф, Х, Ц, Ч, Ш) (Piper, 1998, p. 12). The graphemes that differ from one Slavic language to the other are the following:

a. *Belorussian Cyrillic*: ДЖ, ДЗ, Ё, І, Й, Ў, Ы, Ь, Э, Ю, Я;

b. *Bulgarian Cyrillic*: Й, Щ, Ъ, Ь, Ю, Я;

c. *Macedonian Cyrillic*: Ѓ, S, J, Љ, Њ, Ќ, Џ;

d. *Russian Cyrillic*: Ё, Й, Щ, Ъ, Ы, Ь, Э, Ю, Я;

e. *Serbian Cyrillic*: Ђ, J, Љ, Њ, Ћ, Џ;

f. *Ukrainian Cyrillic*: Є, ЇЇ, Й, Щ, Ь, Ю, Я;

g. *Rusyn Cyrillic*: Ґ, Є, Ї, Й, Щ, Ю, ЯЬ.

The Latin alphabet used in Slavic languages originated from the alphabet of the Latin language. There were no major changes to this alphabet, except for reporting some characteristic Slavic sounds, such as:

a. *Adding diacritic signs to Latin letters*. For example, č (Č) and ć (Ć) in Serbian;

b. *Using digraphs for representing one sound*: in Serbian, Lj and Nj, Dž

Figure 8 presents an overview of Slavic languages that use the Latin alphabet.
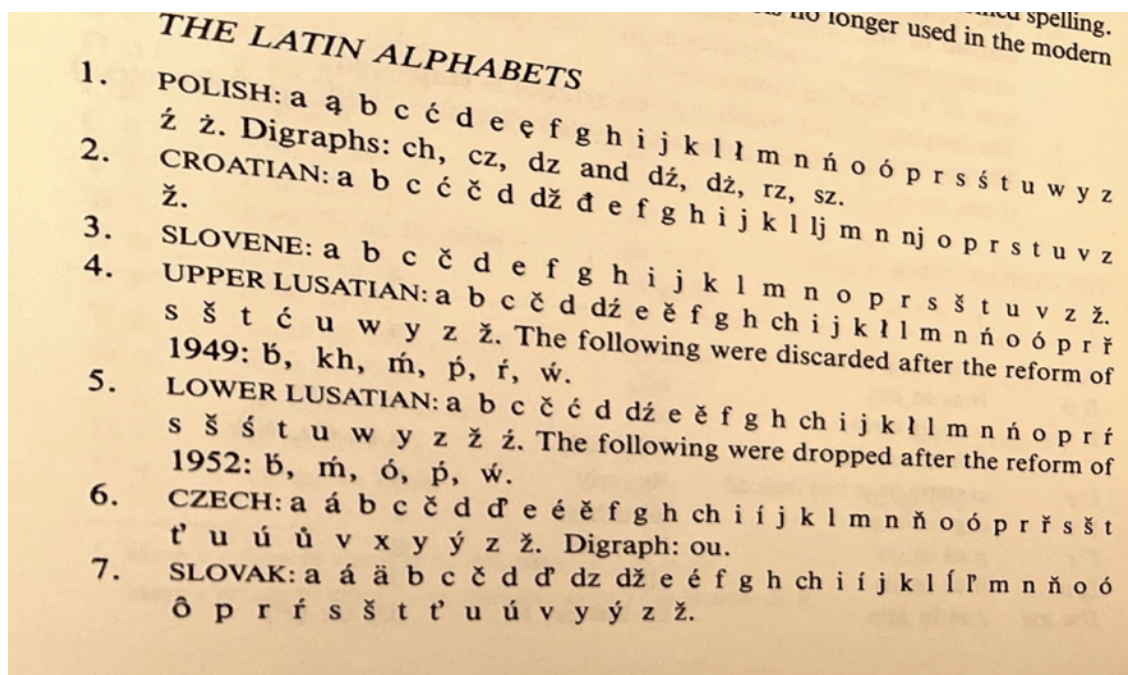
Figure 8: The letters of Slavic alphabet in 7 different Slavic languages that use the Latin writing system (Carlton, 1999, p. 19)

Paragraph 2.6 is a passage between the evolution of Slavic languages, discussed up to this point, and the two languages that are the topic of the case study conducted for this thesis. It focuses on the most important phonological changes that happened in Russian (subparagraph 2.6.1) and Serbian (subparagraph 2.6.2).

2.6 An overview of phonological changes in Russian and Serbian

This paragraph deals with the most important phonological characteristics of Serbian and Russian. Before moving on to the overview of the phonological changes that happened in these languages, subparagraphs 2.6.1 and 2.6.2 will also briefly touch upon the individual histories and development of, respectively, Russian and Serbian. It is important to note that this paragraph talks merely about phonological changes. Many morphological and syntactic changes happened, that are, however, not mentioned in this thesis.

2.6.1 Russian

In the 10th century, along with literacy and books, the Eastern Slavs received the Church Slavic language and accepted it as the literary language. In the following centuries, many elements from the Old East Slavic (in Russian: *древний восточнославянский*). This language later developed into Russian, Ukrainian, and Belorussian), and later the Modern Russian language, were incorporated into it. Literary works began appearing in Kievan Rus, written in a language that had elements of Old Church Slavonic and Eastern Slavic. The formation of this Old East Slavic happened through the interweaving of various elements of the vernacular language of administrative, legal, and diplomatic texts and the Church Slavonic language.

According to Piper (1998, p. 55), the literary-linguistic tradition of the Old East Slavic continued in the Russian literary language. The events that accelerated the appearance of this new language were the weakening of the power of Kievan Rus in the 12th century and the dialectal features of the Old Russian language becoming stronger. During the 14th and 15th centuries, on the territory of Moscow, the Old Russian language in a narrower sense (старорусский язык) was established and lasted until the 17th century, when the process of formation of the modern Russian language begins. Its formation ends in the 19th century. Some of the most notable phonological changes that happened in Russian are the following, as described by Carlton (1999, pp. 285-291),:

a**. The second palatalization**: k > c, g > z', x > s', kv > kv', gv > gv'.

For example: gv > zv (gvĕzda > zvézda).

b. **The third palatalization**: k > c, g > z', x > s. For example: отькъ > otec, овька > ovca.

The third palatalization was irregular in all Slavic languages, and it didn't include Northern Russian dialects (Novgorod, Pskov).

c. **dl, tl > l,** for example: mydlo > mylo; modliti se > molit' s' a.

d. **The ort-, plt- formulae: ort > rat**; ordlo > ralo

ort > rot, orstъ > rost

e. **The tort- formula**: The Proto-Slavic groups tort, tert, tolt, telt became torot, teret, tolot only in East Slavic languages. Example: borda > boroda;

tert > teret. (bergъ > bereg);

telt > tolot. (melko > moloko).

f**. The reflexes of ь, ъ: ь > 'e:** dьnь > den';

Ъ > o: sъnъ > son;

jь > i: jьgrati > igrat'.

g. **The reflex of ě:** ě > e': lěto > leto.

h. **The nasals**: ę > 'a (męso > m'aso);

ǫ > u (rǫkǫ > ruku).

i**. Dj > ž:** medja > meža

j**. The tьrt-formula**: tьrt > tort (gьrdlo > gorlo);

tьrt > t'ert (sьrdьce > serdce).

k**. The trъt-formula**: trъt > trot (drъžati > drožat');

trъt > tr'et (trъvoga > trevoga);

tlъt > tlot (glъtati > glotat');

tlъt > tl'et (slъza > sleza).

l. **I and Y**

gy, ky, xy > g'i, k'i, x'i (pogybati > pogibat'):

i > y after ž, š, and c (živъjь > žyvoj);

i > y in instances such as kot i p'os (kot y p'os), ot + igrat' > otygrat';

yj >oj (myjǫ > moju).

m. **'e, 'ъ > 'o**: This occurs with every stressed e, including 'e < ъ, but it does not occur with e < ě, provided that no palatalized segment follows (medъ > m'od).

n**. je- > o- when a front vowel (except ь) follows in the next syllable:** jesenь > osen'.

o. **The palatalization of consonants**

All front vowels in Proto-Slavic palatalized a consonant that precedes them. It may be lost in cases when the loss of a ь creates a consonant cluster (рlьtь > plot', but jedьno > odno);

c dispalatalizes in cases such as cěna, otъcъ, ovъca > cena, otec, ovca;

p**. Soft labials are retained in word-final position** (golobъ > golub', kry > krъvъ > krov'), but labials dispalatalize when ъ is lost and a new cluster appears.

q**. Velars palatalized before 'i < y and e** (ruke (ruk'e), noge (nag'e).

Extensive secondary regressive palatalizations occur when a palatalized consonant by assimilation passes the feature to a consonant or a group of consonants before it.

r**. Akan'e and vowel reduction**: mid vowels are not retained in unstressed syllables in Russian. Vowel reduction is shown in figure 9.

Unstressed syllables	*hard cons.* + *a, o*	*š, ž, č* + *a, o*	*š, ž, c* + *e*	*soft consonant* + *e, a*
First prestressed	ʌ	ʌ *or* y	y *or* yᵉ	i *or* iᵉ
Elsewhere (strongly reduced vowels)	ə (ъ)	ə (ъ)	ə (ъ)	'ь ('ə)

Figure 9: Vowel reduction (Carlton, 1999, p. 291)

2.6.2 Serbian

The process of formation of the Serbian literary language began with the spread of Slavic literacy in the Old Church Slavonic language which evolved into the two redactions: Serbian Church Slavonic and Croatian Church Slavonic. On the territory of Serbia, the Serbian Church Slavonic redaction was undergoing changes- it became Russo-Slavonic, and subsequently Slavonic-Serbian. The need for Slavonic-Serbian arose from the inability of people to understand Church Slavic and Russo-Slavonic, as they were very different from the spoken language (Mitrović,1999). By the end of the 18th century, another language started forming in literature, science, and journalism. This creation contained elements of Slavonic-Serbian, Russo-Slavic, and

Russian literary language, and the process of its codification was a very slow one. In the 19th century, the Serbian language contained many ecclesiastic words and terminology associated with the Orthodox church and was therefore incomprehensible to most of the population. In addition to the particularity and difficulty of the words, the written language did not have an established normative standard. To overcome these problems, Vuk Karadžić, a Serbian philologist, proposed to create a new written language whose base would be the language that folk poetry was written in. For the standard speech of the language, he proposed the dialect of his region, East Herzegovina. In terms of the spelling system, he abided by the maxim adapted from the German scholar Johann Christoph Adelung-Write as you speak: he, thus, proposes that each sound had its corresponding letter. Vuk's first publication was in 1914, but his reform was not fully accepted until 1868, and it is to this day the basis of the Serbian/Croatian/Bosnian/Montenegrin language (Alexander, 2006, p.382). After the concept of the literary language introduced in his work "Srpski rječnik[11]" (1818) was accepted, the Slavic-Serbian language gradually disappeared (Piper, 1998, p. 47). Carlton (1999, pp. 326-333) mentioned the following phonological characteristics of Serbian language:

a. **The second palatalization: k > c** (kĕna > céna);

g > z (na nogĕ > nòzi);

x > s (snъxĕ > snàsi);

kv > cv (kvĕtъ > cvĕt);

gv > zv (gvĕzda > zvézda).

b. **The third palatalization:**

k > c (ovьka > óvca);

g > z (sъtęgati > stézati);

x > s (vьx- (> vas) > sȁv

c. tl, dl > l: modlitva > mòlitva, metla > mèla.

d**. ort- , olt-** > rat-, lat- (őrdlo > rȁlo).

e. **The tort- formula**: tort > trat (borda > bráda);

tolt > tlat (golva > gláva);

tert > trĕt (bergъ > brĕg);

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[11] Translation from Serbian: Serbian dictionary.

telt > tlĕt (melko > mléko).

f. **The reflexes of ь, ъ** > a (рьsь > pàs; lьžь > lâž).

g. **The reflexes of kt, gt, tj** > ć (pekti > pèći; mogti > mòći, svĕtja > svèća).

h. **The reflexes of dj > đ** (medja > mèđa ;rьdja > rđa).

i. **The reflexes of stj, skj, sk + FV > št, šć** (jьskješь > ištēš).

j. **zdj, zgj, zg + FV > žd, žđ** (dъzdjь > dâžd);

k. **Epenthetic l is retained** (zemja > zèmlja, kupjenъ > kupljen);

l. **The tьrt and trьt-formulae** (tьrt, tъrt trьt, trъt > trt; sьmьrtь > smrt);

m. **The tьlt and tlьt-formulae** (tьlt, tъlt tlьt, tlъt > tut);

n. **y and i > i** (byti > biti);

o. **l > o in final position** (žalь > žào, bĕlь > beo);

p. **Secondary jotation**: with the loss of weak jets, new clusters with j as their final member appeared. In the majority of cases, what happened in Proto-Slavic with the sequences C + j happened again (klasьje > klâsje, prǫtьje > prûće);

q. **The nasals:** ǫ > û (pǫtь > pût, zǫbь > zûb, ženǫ > žènu);

ę > ê (čędo > čedo, ręd > rêd);

r. **The reflexes of ĕ**

Three dialectal groups are distinguished based on how ê developed from region to region. The three groups are:

ĕ > e in ekavian dialects;

ĕ > je (when short) and ije (when long) in jekavian dialects;

ĕ > i in ikavian dialects.

Example: brĕgь > brêg (ekavian), brijeg (jekavian), brid (ikavian);

bêda > béda (ekavian), bijèda (jekavian), bida (ikavian).

s. **Palatalization of consonants**: Proto-Slavic l', n' < lj, nj (polje < pol'e < polje) ; epenthetic l' (zèmlja < zemja); l', n' from secondary jotation (pítānje < pytanьje).

t. **The cluster čr- > cr-: čr** in Proto-Slavic appeared from: 1) tort-formula forms of the čert-style, 2) tьrt-formula forms of the čьrt-type.

u. **vь-, vъ- > u-** (vьdovьcь > udóvac, vъšь > ûš).

As anticipated, the next chapter presents the case study that was conducted to test the comprehension of a text in Serbian by L1 and L2 speakers of Russian.

3. THE CASE STUDY

This chapter aims to describe the case study that was conducted in order to understand to what extent Russian speakers can understand a text written in an unfamiliar language, Serbian. As mentioned in the beginning, the goal of the case study was to test the hypothesis that Russian speakers are able to understand, at least partially, a text written in a language from the same language family that they had never studied before. Apart from this, the case study also aimed to find out if there is a significant difference in comprehension between speakers of Russian as L1 and speakers of Russian as L2 who also speak other Slavic languages. The research questions are shown in paragraph 3.1, the participants are described in paragraph 3.2, the research tools in 3.3, and the procedure and the methods used for analysis are presented in paragraph 3.4.

3.1 Research questions and hypotheses

The research questions that the findings were set to touch upon are the following:

RQ1: Are Russian speakers able to understand a text written in Serbian, a language that belongs to the same language family as Russian, although they had never studied it before?

RQ2: Does hearing the reading of the text by a native speaker of Serbian favor better comprehension?

RQ3: Is there a notable difference in the comprehension and reasoning between participants who only speak Russian and those who speak other Slavic languages too?

The hypotheses, based on the research questions, are:

Russian speakers are able to understand, at least partially (50% or more), the main meaning of the text. They are able to benefit from a shared, Pan-Slavic vocabulary, so a significant amount of comprehension on a lexical basis is expected. Moreover, due to the text being a newspaper article, a lot of internationalisms are present, which further favors the comprehension of the text. The participants were expected to gather the meaning of them as well, as they probably come across them in daily life. Hearing a native speaker read the text was expected to fill in the gaps that the participants may have had after the first reading. Lastly, participants who speak more Slavic languages may have less trouble understanding the text than those who speak only Russian.

3.2 Participants

The participants and the characteristics that they reported in their questionnaire responses are better presented in this paragraph. For the sake of clarity and avoiding confusion, the participants are referred to as P1, P2, P3, P4, and P5. Their characteristics are described in the table below.

Participant	Age	Degree level	Degree course	Been to Serbia/Studied Serbian	Knows more Slavic languages
P1	26	Master	Economia e gestione dell'arte e attività culturali	No	Yes
P2	22	Bachelor	Economics	No	No
P3	20	Bachelor	Information Engineering	No	Yes
P4	27	Master	Language Sciences	No	A very low level of Ukrainian
P5	23	Master	Language Sciences	No	No

Table 5: Participants in the case study

As seen in the table, the participants' age range is from 20 to 27 years old and they come from diverse education levels and backgrounds. They are all proficient in English and Russian (either as L1 or L2). Due to the geographical position and the political situation in their country, the non-Russian participants speak at least one other Slavic language that is not Serbian (Ukrainian, Belarusian, Polish). None of the participants had ever visited Serbia. Furthermore, only two of them are familiar with the concept of Intercomprehension (but have never taken a course about it). It may be important to note that the participants were not selected randomly. All of them have a personal connection with the researcher. Due to this factor, their output may have been of greater quality and abundance, as they were internally motivated to help in this research.

3.3 Research tools

The research tools used in the research are described in this paragraph. The participants were given access to a file that contains a questionnaire, the newspaper article in Serbian, several questions about the text, and a space to translate the text. The format of the test that the participants were given is explained in detail in the paragraph below. The test that the participants received consisted of the following:

A questionnaire about basic information on the participant, namely: age, degree level and degree course. Following this, there was a table that the participants were expected to fill with the languages they speak. In this part, they were also given a CEFR descriptor table to be able to report their proficiency level precisely. Finally, they were asked whether they had ever studied Serbian or been to Serbia.

The text given to the participants was a newspaper article from a Serbian newspaper. The use of newspaper articles is a popular choice in Intercomprehension methods due to the presence of different funds of knowledge that participants can draw from. People are usually familiar with the structure of newspaper articles and therefore know where to look for information (Caure, 2009). Moreover, they are prevalently written on topics of current affairs in the world, which guarantees the presence of internationalisms (personal names, toponyms, names of internationally known phenomena and events, and so on). The article presented in this research is from an online news portal Novosti.rs (https://www.novosti.rs/c/planeta/svet/1269855/nemacka-rust-luna-park-nesreca). It is an informative article about an accident that happened in a theme park in Germany, during which a fire broke out and resulted in seven people being injured. The text is written in Cyrillic, the official alphabet of both Russia and Serbia. Following the reading of the text, the participants were given a test with questions that verify their overall comprehension. The structure of this test is explained in detail in the paragraph below.

Lastly, the participants were asked to translate the text into English and given adequate space on the paper to do so. They were free to omit any words they don't know. They were allowed to come back to them later or leave them blank if they don't come up with a solution for them.

Moreover, the participants were asked to keep recording their voice throughout the translation process in order to give the researcher full insight into their thoughts and methods and provide valuable information for a successful in-depth analysis. Alternatively, if any of the

participants did not feel comfortable speaking or having their voice recorded, the researcher gave them the option to write down the explanation and motives behind their translation.

3.3.1 The test

The test is divided into two parts: questions and translation. In the first part, there are 3 open questions and 2 true or false questions. The possible answers are true, false, and "I don't know". The "I don't know" option is added to prevent lucky guesses and understand the true extent of the participants' comprehension of the text. The second part is the translation of the text. The participants were required to translate it, omitting the unknown words if necessary. They were told not to use any sort of help such as dictionaries or any online tools (Google Translate, Chat GPT and other AI tools, or translating the page of the original article).

3.3.2 The think-aloud protocol

The small number of participants allowed for the integration of the think-aloud protocol as a data collection tool into the case study and its thorough analysis. The participants were asked to record a think-aloud protocol as they are translating the text. In this way, the researcher gained access to all the details about their thought process. The reasons that the researcher chose a think-aloud protocol for this research instead of conducting individual interviews as a follow-up to the experiment were the following:

To be time-efficient, the participants were given the Intercomprehension test in an online format. Recording their voice while they go through the think-aloud protocol saved additional time that would have otherwise needed to be dedicated to having a face-to-face or an online follow-up interview with the researcher. Furthermore, allowing a certain amount of time between completing the Intercomprehension test and going through the interview could have potentially resulted in participants not remembering exactly which strategies they used while completing the experiment or omitting some details (due to not remembering, not considering them as important, or other reasons). If this had occurred, it would have hurt the credibility of their responses in the interview.

It is hypothesized that the respondents would feel more relaxed recording their voice from the comfort of their own home, rather than having to go through an interview. If any of them felt uncomfortable during the interview, it could've affected their answers negatively.

The transcriptions of the think-aloud protocols are reported in the Index paragraph of the thesis. The expected outcomes of the think-aloud protocol were to find the answers to the following questions:

a. What is the first step the participants took when they approached the text? Where did they start from?

b. Which part of the grammar had the most similarities in both languages? According to the participants, which elements helped them understand most of the text?

c. Did the participants go back and re-read the text and how often?

d. Did they skip the words they didn't know or did they try to solve them? If they skipped them, did they come back afterward or leave them unsolved?

e. Was the audio recording of the text useful? Did it provide any new information useful for the comprehension of the text?

f. Did knowledge of other languages help the participants, and if it did, to what extent?

3.4 Procedure and analysis

All participants were sent the link to a Google document containing the test. They had the liberty to do the experiment at any chosen time and to take as much time as they want to complete it. They were, however, encouraged to complete it all in one sitting or in one day if possible, so as to not lose the progress or their train of thought. They were also advised to not spend too much time thinking about the things that they don't know, but rather opt for the "I don't know" answer. During the experiment, it was not allowed to use any textual or Internet resources. In the first part of the test, after reading the text, the participants were met with some questions that serve to test the overall comprehension of the text. The first 3 questions were to be answered by giving a simple response (one or few words) and the other two questions required the participants to tick the box in front of one of the following options: true, false, or "I don't know". After finishing the first part of the test, they were given the task of translating it into English. Throughout the translation

process, the participants spoke out loud about their thought process and recorded it. The researcher listened to the recording during the analysis and gained insight into participants' thought process.

In the context of this research, data analysis entailed an examination of participants' responses and their respective translation processes. Furthermore, a content analysis was conducted on the think-aloud protocols provided by the participants. The subsequent findings encompass an evaluation of the initial hypotheses' validity. The outcomes of this analysis are showcased in chapter 4, where a presentation of the results is provided.

4. THE RESULTS

This paragraph presents the analysis of the data collected from the participants of the case study introduced in this thesis. The research aimed to provide insight into the thought process of participants while they were translating the text of the experiment. Having a small number of participants and their elaborate output made a descriptive data analysis possible.

Subparagraph 4.1 reports the test results, while subparagraph 4.2 reports the translation results. Following subparagraphs talk about the reception tools that the participants used during the translation process. Finally, paragraph 4.8 is concerned with the words that participants generally did not understand.

4.1 Part 1: Test results

The first part of the test consisted in three open questions and two questions with answers "True/False/I don't know". None of the participants used the option "I don't know". Generally, participants did not have trouble answering the questions. The only exception is the second true or false question: "How many people were hurt in the incident in the park?". Three participants answered correctly, while P4 gave an incorrect answer, and P5 left the question unanswered.

4.2 Part 2: Translation results

The second part of the test consisted of translating the article in English. All participants managed to grasp the overall meaning of the text. The amount of correctly translated words is calculated according to the following parameters:

a. The same words (including variations of the same word in different genders, cases, and so on) are reported only once.

b. All word types are given equal importance. This means that verbs, adjectives, adverbs, and nouns are given equal importance as pronouns, propositions, and so on. The total number of words, thus, is 90.

c. Into consideration are taken the translations that the participants provided in the second part of the test. The data from the voice recordings, although valuable for further analysis, is not taken into account when calculating the number of words guessed right.

d. Two words are excluded from the word count because they are not considered important for the comprehension of the text: DPA(German and AP (national news agency).

According to these parameters, the results are the following:

P1 had 86, 11% correct answers. P2 had 74, 44%. Then, P3 had 85, 5% correct answers, and P4 had 70 %, whereas P5 had 67, 77% correct answers. This means that all the participants understood more than 50% of the words in the text. The next few paragraphs will delve into the reception strategies that helped the participants understand the meaning.

4.3 Comprehension reception strategies

Next few paragraphs aim at gathering and categorizing data from the participants' responses in order to gain a better understanding of which comprehension reception strategies they used and what helped them in the comprehension of the text of the experiment. The strategies used by the participants were cognitive strategies, namely:

a. Resorting to a known language to analyze a text in an unfamiliar language: the participants used their knowledge of Russian (or English, or other Slavic languages that they knew);

b. Understanding the meaning by identifying a familiar element;

c. Analyzing the relationship between the context and the situation: guessing, based on the context, the words whose meaning was not evident;

d. Establishing interlingual transfers from a known to an unknown language.

Participants mostly resorted to another known language in order to understand the text in Serbian. Paragraphs 4.4, 4.5, and 4.6 talk about the words that the participants understood thanks to, respectively, Russian, Ukrainian and other Slavic languages, and English. Paragraph 4.7 touches

upon the words that they understood from the context. Finally, paragraph 4.8 presents the words that they had trouble understanding.

4.4 Language transfer: Russian

Most of the participants reported that the highest number of words they understood from the text were words that were similar in Russian. The words that participants understood in Russian are reported in Table 2.

драматичне	драматический	Dramatic
Француска	Франция	France
Швајцарска	Швейцария	Switzerland
сцене	сцена	Scene
У	В	In
агенција	агенство	Agency
тематском	тематическом	Theme, thematic
парку	парке	Park
У граду	Б городе	Town, city
близини	близко	Proximity (near)
граница	границ	Border
саопштила	сообщила	Reported
полиција	полиция	Police
структура	структура	Structure
скачу	скачут	Jump
базен	бассейн	Pool
потом	потом	Next
вода	вода	Water
излила	вылилась	Poured out

туристичка	туристический	Touristic
Прошле	в прошлом	Last
године	году	Year
привукла	привекла	Attracted
шест	шести	Six
милиона	миллионов	Million
посетилаца	посетителей	Visitors
такође	также	As well
популарно	популярный	Popular
место	место	Place
конференције	конференции	Conference
и	и	And
често	часто	Often
сценографија	ценография	Scenography
Телевизијске	телевизионная	Television
продукције	продукция	Production
пожар	пожар	Fire
евакуације	эвакуация	Evacuation
извршена	совершена	Carried out, made
два	Два	Two

Table 6: Words in Serbian and corrisponding words in Russian

Several participants noted that the similarity of the word "town" in Serbian and Russian (respectively *град* and *город*) may not be evident enough to draw a connection from, P1 suggested that there is an old Russian word that is no longer used, *град*. P2 mentioned the old Russian word as well, and added that the word *град* sounds similar to the Russian word *город*, so she did not have any trouble translating it correctly.

P1 also said that France and Switzerland were easy to guess, because the roots of the words are similar in Russian and Serbian and only the suffixes change.

P1 reported that the word *саопштила* in Serbian sounds very similar to the Russian word *сообщила* and although it is written a bit differently, it was not hard to guess that the meaning is the same. P2 also said that it reminded her of this word. P3 translated it like that as well, but added that the way that it was written was strange for him and that he had to read it aloud in order to connect it to its real meaning.

According to P1, the word *извештају* in Serbian sounds like *известие* in Russian. Although this participant was on the right path, she did not succeed in translating it correctly because the meaning of *извештај* is "report" whereas *известие* means "news". P3 also connected the meaning to the Russian word that means news.

Урушила was translated correctly by some. P1 mentions the following connection: "It is obvious that it fell apart (...) because in Russian it's *рушиться* (...).The beginnings and the endings of lots of words are different and sometimes they have lots of different letters inside, but when you look attentively you can see the similar roots and try to connect it with the words in Russian". P2 also mentioned the similarity between the roots of the words, and acknowledged that it is a verb.

Some managed to provide the correct translation of the word *управа*. P1 translates it correctly as the management of the park, justifying her choice by saying the following: "In Russian some of the departments are still called *управа*, for example, if it's a department of some area in the city it would be called *управа* of this particular area. So, it's like a management, directional office, so it's really similar." P4 also mentions this meaning of the word *управа.* She adds "We have the word *управа*, but it is used not in a literal meaning, it's like something that holds the person tight in a figurative meaning, not letting someone to do something."

Године was slightly challenging to translate for the speakers of Ukrainian, because the same word *година* in Ukrainian represents an hour, whereas in Serbian it means "year". In the think-aloud protocol transcriptions of P1, it is stated that he thought it could've meant either "year" or "hour", but based on the context he decided that "year" would be a more appropriate translation. P3 also says that he was not sure whether it was referring to year or hour because in the other Slavic languages he knew besides Russian, it meant hour. As opposed to them, P2 immediately translated it as "year".

P1 and P2 translated *у јуну* correctly as "in June", while P3 and P5 omitted it because they could not understand the meaning. P3 simply stated that he did now know the word, while P4 remarked that she probably would not have guessed the meaning of it if there wasn't for one of the

open-ended questions in the comprehension test ("What led to the evacuation of visitors in the park in June?") that led her to the correct translation.

In some cases, transfer from Russian was a source of confusion. These are some examples of the words that were commonly misunderstood or omitted by most of the participants:

The word *особа*. In Serbian this word means *person.* However, the similarity of a word pair in Serbian and Russian led P4 and P5 the wrong way, due to the existence of a Russian word особенно that means "especially" or "serious/seriously". This pair of "false friends" led them to believe that *особа* is an adverb or adjective instead of a noun and translate *особа повређено* as *especially damaged* or *serious damages* rather than guess its true meaning, which is *people injured*. P1 guessed that it means person, and he explained it like this: "I guessed 7 is 'seven people' because the word exists in both Russian and Ukrainian, it means 'person' but mostly that person has some individual characteristic, this person is like this… that's how you use this word". P2 and P3 stated the same.

The meaning of the word *повређено* in Serbian is "hurt, injured". The most similar word in Russian that all the participants mentioned is *повреждено*. The meaning of these two words is similar, but not exactly the same: while the world *повређено* refers to people, *повреждено* means "damaged" and is used in reference to objects. P3 and P5 weren't able to guess that the meaning was probably the same one as "damaged", only in reference to people and not objects (in Russian *раненый*). They translated it as "damaged" and although P3 in his think-aloud protocol came close to translating it as "injured", he eventually did not.

У овом in Serbian means "in this": it is comprised of the proposition *in* and the demonstrative pronoun *this*. The problem arises due to the fact that Russian does not have a similar-sounding demonstrative pronoun, and this would be said as *в этом*. For this reason, P2 who relied on her Russian knowledge found a sound correlation between *овом* (in Serbian: this) and *новом* (in Russian, but also in Serbian: new) and translated it as "In the new (theme park)". P1 translated this word correctly, and P4 also stated that she understood that it was the pronoun "this".

У извештају немачке агенције ДБА in Serbian means "In the report of the German agency DBA". However, relying on similar-sounding Russian words, P5 assumed that *извештају* was an adjective and therefore incorrectly translated this as *в известной немецкой компании*, meaning "in the famous German agency".

4.5 Language transfer: Ukrainian

The proposition *u* is the same in Ukrainian and it holds the same meaning, in. While for all the other participants it was not difficult to infer the meaning of u because in Russian it is *в,* P1, who also speaks Ukrainian, stated that it was because of Ukrainian that she immediately guessed the meaning of this word and knew it was a proposition.

The word *Немачка* in Serbian means Germany. However, the name of this country in Russian is *Германия*. Some participants guessed the meaning later on in the text when German started appearing as an adjective because in Russian it begins to sound similar (*Немецкий*-German). P3 said that he guessed that it was Germany because, although the word for "Germany" is different in Russian, the root of the word that means "Germans" is very similar. P3 said that in Polish and Ukrainian the word is very similar (respectively *Niemcy* and *Німеччина*). P1 stated that she understood this word from the beginning due to the Ukrainian name for Germany, which is *Німеччина*.

The adjective *забавном* in Serbian means fun (*забавни парк* -amusement park). Fun, however, in Russian is *веселый*, which does not look similar to the Serbian word *забава*. P1 responded that she guessed the meaning of this word by relying on her knowledge in Ukrainian because in Ukrainian fun is the same, *забава*. She also states that the word "fun" relates to "amusement" and that is how she understood it referred to an amusement park. It was, however, possible to guess the meaning from the context as well, due to the fact that there was a syntagm *тематски парк* used in the text, which also means "entertainment park, theme park".

The verb *користити* in Serbian means "to use". In Russian, the word with the same meaning does not sound similar so P3 reported that he recalled the Ukrainian word *користатися* to aid him in the comprehension of the meaning. P1 said that it could mean "a place of benefit" because in Ukrainian the word *користь* means "benefit".

4.5.1 Language transfer from other Slavic languages

Only P3 possessed the knowledge of Slavic languages other than Russian and Ukrainian. He also spoke Belorussian on a native level, as well as Polish on an A2/B1 level.

Notable information gathered from his response is the following:

Number seven: Some participants were able to anticipate the meaning of the number seven, in Serbian *седам* due to the Russian word *семь*. Some guessed that it could be the same number because from the context it was evident that the text was speaking about some people thus it was logical that the missing word could potentially be a number. P3 guessed it from the Polish word *siedem*, which is very similar to the Serbian word. For others, it was not that obvious. P4 and P5 omitted the word altogether.

Са које in Serbian means "from which" (in reference to the structure from which the visitors of the thematic park were jumping in the pool). The translation of this structure in Russian would be *с которой*, but the similarity may not be that obvious and easy to notice. P3, who is a native Belorussian speaker, immediately inferred the meaning with the help of Belorussian and the structure *з якой.*

Although all the participants managed to get the meaning of *често* (*часто* in Russian, "often"), P3 gathered the meaning from the Polish word *często*, which is pronounced exactly the same as in Serbian (while the Russian translation might look more similar to the Serbian word, the pronunciation is different).

4.6 Internationalisms and words from English

P1 underlined that her knowledge of English helped her understand the meaning of the word *атракција*, because in English it means attraction (and this is the meaning present in the text, context: tourist attraction), but in Russian *аттракцион* is a roller coaster, which in the case of this text would be wrong.

Although the participants did not mention any more words that they understood using only the knowledge of the English language and internationalisms, it is supposed that other words that could have been guessed with the help of the corresponding internationalisms and English words. They are reported in Table 3.

драматичне	Dramatic
сцене	Scenes
парку	Park

полиција	Police
туристичка	Touristic
структура	Structure
милиона	Million
популарно	Popular
конференције	Conference
продукција	Production
евакуација	Evacuation

Table 7: Possible English words that aid the comprehension.

4.7 Context

A word that was commonly guessed only from the context was *ватра*. This word has no similar-sounding words in Russian (*огонь*) or other Slavic languages that participants know (Ukrainian *вогонь*, Belorussian *агонь*, Polish *ogień*). Some participants were able to guess this word purely relying on the context, because from the text they already had gathered the information that there was some kind of incident involved. The word *пожар* was guessed correctly because that is the word used to refer to "fire" in Russian.

Another word that was guessed from the context was *повређено*. As mentioned in paragraph 4.3, the similar-sounding word in Russian, *повреждено,* means "damaged", but based on the context for most of the participants it was easy to guess that this word refers to people and therefore means "injured" and not "damaged".

Највећем (*највећем тематском парку* - the biggest theme park) was guessed right by one participant. He commented that this word is similar to the Ukrainian word *найвищий*, which means the highest and, based on the context, he concluded that in the case of a theme park, it probably means "the biggest".

Је привукла was translated by the participants as "invited, lured", but from the context most of them were able to deduce that it means "attracted".

The translation of the word *више* in Russian would be "higher", but all participants managed to understand that in this context it means "more (than)".

Most of the respondents broke the word *углавном* into two components in order to decipher its meaning: *у* (in) and *главном* (main). In Russian *в основном* would mean "mainly", but taken into account the similarity in the meanings of these two words, from the context it is not difficult to understand that it also means "mainly".

Се државаjу ("are held" in English) is another verb that could be guessed from the context. The word *одержат* in Russian, however, means "to reach", but in the text, it would not make sense to translate it like that. P2 said during her think-aloud protocol that she initially did not have an idea about the meaning, but after reading the text a few times she understood that "the conferences are held".

Избио means "broke out" in Serbian. Although it is not similar to any words with the same meaning in Russian, some participants were able to guess from the context that it is the verb "to break out" in relation to the fire.

The translation of *велики пожар* in Russian would be *большой пожар*, however, it can be deducted from the context that it is "a big fire". The word *велики* exists in Russian, but it is usually used in a different way, to describe a person as important or great.

Only P1 was able to correctly translate the meaning of *ватрогасца,* stating that it was due to the context because it was not similar to any words in the languages she knew. This was unexpected, due to mostly everyone understanding ватра and, consequently, translating it as fire. Moreover, there is a noun in Russian, *гасений* which means extinguishing. More participants were expected to have guessed the meaning of the word to be "firefighters" based on these two words.

4.8 Unknown words

As seen from the research analysis, most of the words were correctly guessed by the participants.This paragraph is dedicated to the words that were frequently omitted or incorrectly translated.

Се догодила ("happened" in English) was not understood by some participants or was guessed from the context by others. P1 in her think-aloud protocol stated that it sounds a bit similar to the Russian verb "to walk" in the past tense (*ходили*), but she was not sure.

Данас means "today" and translated to Russian it would be *сегодня*. It is clear that these words do not look much alike, therefore it is no surprise that almost no participants couldn't understand the meaning.

Се наводи is an impersonal form of the verb in Serbian which means "is reported, is said".

По свему судећи is a phrase in Serbian which refers to something obvious: "Judging by everything; from the looks of it; it is apparent). A similar phrase with this structure exists in Russian as well (*судя по всему*), which is why it was surprising to see that none of the participants translated it correctly in the text.

Шоу роњења: Although all the participants guessed correctly the meaning of the word *шоу* (*шоу* in Russian, "show" in English), none of them were able to comprehend the meaning of the word роњења. This word means "diving" and in Russian it is written *дайвинг*. Another word to say it would be *ныряние*, which does contain some similar letters, though not enough to be recognized by the participants. Most participants simply omitted this word, while P2 mentioned that it reminds her of *ранить* ("to injure" in Russian), but she did not translate it like that.

Јавне догађаје was skipped by all of the participants. The meaning of it in Serbian is "public events". In Russian, the correct translation would be *общественные мероприятия*, which has no similarities or connections with the syntagm in the original that the participants could pick up on.

Лакше (*лакше повређена*) - "slightly injured" in English. As all the participants guessed the meaning of *повређена* right, with some further reflection some of the participants may be able to come to the conclusion that this structure is similar to *легкие ранения* ("slightly injured" in Russian).

Напукао means "cracked" in Serbian and it does not have a similar sounding word in Russian.

The focus of the final chapter of this thesis is the discussion of research findings, their relevance, and application in the context of Intercomprehension between Slavic languages, in this case study, particularly Serbian and Russian.

5. DISCUSSION

The final chapter takes into consideration the research questions and discusses the findings. Paragraph 5.1 explores whether Russian speakers can comprehend a text in Serbian. The usefulness of an audio recording as a tool for optimizing comprehension is challenged in paragraph 5.2. Paragraph 5.3 examines the advantage that speakers of multiple Slavic languages have over speakers of only Russian in the context of understanding a text in Serbian. In paragraph 5.4, the limitations and shortcomings of the case study are discussed, and some areas for improvement are pointed out.

5.1 Cross-Slavic comprehension: Exploring Russian speakers' understanding of Serbian

This paragraph recalls the first hypothesis of the research, that Russian speakers are able to understand, at least partially, the meaning of a text in Serbian. It is addressed and discussed in the light of findings of this research.

A certain amount of comprehension on a lexical basis was expected, due to the fact that Russian and Serbian speakers can benefit from a shared, Pan-Slavic vocabulary. Moreover, due to the text being a newspaper article, a lot of internationalisms were present, which could further favor the comprehension of the text. After a careful analysis of the data provided by the participants, it was noted that they exhibited a higher level of comprehension than initially expected. All of them guessed the overall meaning of the text, and most of them understood even the particularities of the content. On average, they understood more than 60% of the text. Most of the words that they understood were due to the lexical proximity of Serbian and Russian. If they could deduct the meaning of the words from Russian, the participants resorted to searching for equivalent words in other Slavic languages. A number of words were understood with the aid of English, while the Serbian words that didn't have any similar sounding words in Russian, English or other Slavic languages were either guessed from the context or omitted.

The purpose of the think-aloud protocol was to offer further knowledge about the thought processes of the participants and answer some additional questions related to the hypotheses. From the valuable insight gathered in this part of the research, it was clear that most participants approached the text by starting to read it from the beginning, usually from the heading of the

newspaper article. They read the text carefully and attempted to translate it word by word. Moreover, the participants did not limit themselves to one reading. Instead, most of them read the article multiple times, so as to achieve deeper comprehension and attempt to clarify the words that they had skipped in previous readings. If, after having read the entire text more than once, they still could not guess the meaning of a word they omitted, they would not translate it.

5.2 The role of audio recordings in enhancing comprehension

This paragraph discusses whether hearing an audio recording of the text helps fill in the gaps that the participants may have had after the first reading.

The study of Tyvaert (2008) suggests that hearing a text read out aloud may enhance comprehension. However, this does not hold true in the context of the present research. Contrary to the expectations, the introduction of the audio recording did not significantly improve the comprehension of the text. All participants declared that the recording did not provide them with significant additional information regarding the content of the text. Two of them reported a slight improvement in comprehension, regarding the understanding of a small number of words. As opposed to them, one participant reported that the recording confused her rather than aided the comprehension, due to the difference in the accents between the two languages. Although the results in this study demonstrate that hearing an audio recording of a text in Serbian does not help Russian speakers' comprehension, they suggest that the effectiveness of hearing an audio recording may vary to different degrees for different language pairs or families.

5.3 Advantage of speaking multiple Slavic languages in understanding Serbian

In this paragraph, the supposition that the participants who speak more than one Slavic language may exhibit less trouble understanding the text in Serbian compared to those who speak only Russian is explored.

The research findings support the hypothesis that the participants proficient in more than one Slavic language show better comprehension of the Serbian text compared to those who only speak Russian. The results show that the speakers of multiple Slavic languages had higher comprehension

scores. This advantage was evident in the case of multilingual participants of this research, most of whom reported that the assistance of the other Slavic languages they spoke proved useful to them during the translation process. Although their scores were surpassed by the participants who spoke more Slavic languages, the speakers of only Russian demonstrated a high level of comprehension. In conclusion, this case study proves that the participants with proficiency in multiple Slavic languages have an advantage in comprehending a text in Serbian compared to the speakers of only Russian. The reported findings also underline the importance of multilingual competence in the context of comprehension between Slavic languages.

5.4 Limitations of this case study and suggestions for improvement.

In this paragraph, the shortcomings of the research are pointed out and areas where improvement is needed are mentioned, along with suggestions for improving them.

The questions intended to test overall comprehension of the text in this study were very simple, with more or less apparent responses. Questions that require making a further effort to find the right response in the text could be added. Furthermore, the number of questions could be slightly increased. This research also faces a limitation in the form of a small number of participants. To enhance the reliability of the results, it is advised to repeat the research with a larger sample size. Increasing the sample size would entail the inclusion of quantitative data analysis methods. Nonetheless, the significance of descriptive content analysis should not be discredited, as it provides valuable insight into the cognitive processes of the participants. Moreover, expanding the study to include additional participant groups should be taken into consideration. Firstly, introducing a group of speakers of Russian as a foreign language to test the difference in their performance compared to native Russian speakers. Saturno (2019) acknowledges that native speakers of one language have an advantage over those who learn it as a foreign language. He mentions that the vocabulary of the speakers of a language as an FL is limited, therefore they cannot easily recognize archaisms or words of a higher register. He, however, states that the opposite is also true - a student of foreign languages may possess specific knowledge related to a language family, and a higher meta-linguistic awareness (Jessner, 1999 in Saturno, 2019, p. 500). Secondly, dividing the participants into groups based on whether they have attended Intercomprehension courses could test if such courses help the development of distinct skills and

abilities that those who did not attend them lack, and shed light on the impact of having this type of training.

6. CONCLUSIONS

The research here presented aimed at gaining a better understanding of the level of receptive comprehension that Russian speakers have in a language that they never learned before, Serbian. A study was conducted in order to investigate the participants' comprehension of a newspaper article written in Serbian and understand the strategies that they are using to aid them in its receptive comprehension.

The analysis of data obtained from this study, which included a reading comprehension test, translations of the text in Serbian, and data collected from a think-aloud protocol, has provided valuable insight into the field of Intercomprehension between Slavic languages. It was assumed that Russian speakers could grasp, at least partially, the content of a text in Serbian. This hypothesis was validated by the findings, proving that Russian speakers do possess comprehension skills in Serbian. Their understanding was aided by contextual cues, repeated readings, and most importantly, linguistic similarities.

Contrary to assumptions and suggestions from previous research, in the context of mutual comprehension between Serbian and Russian, the use of an audio recording did not yield positive results. The comprehension levels of the participants predominantly remained the same and, thus, showed that the role of audio recording in enhancing comprehension is context-dependent and may not be applicable to the language pair of Serbian and Russian.

It was assumed that some participants of the case study, Russian speakers who speak other Slavic languages as well, possess comprehension capabilities applicable to reading a text in an unfamiliar Slavic language, Serbian, that are superior to the abilities of those who only speak Russian. While this assumption, unsurprisingly, proved to be true, what was unexpected was that the participants who only spoke Russian and no other Slavic languages also demonstrated a significant level of comprehension.

The present case study contributed to the existing research in this field on a small level. However, this research was by no means extensive and detailed, and, as seen in the previous paragraph, it had several shortcomings. Therefore, additional research in the field is needed. It is suggested to conduct research that involves more participants to ensure valid and generalizable results. Furthermore, research, where the experiment would be conducted by giving a text in Russian to Serbian speakers, could lead to interesting discoveries about the symmetry of

Intercomprehension between these languages. Additionally, research that includes speakers of other Slavic languages, as well as other language pairs would deserve further attention.

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Appendix A: Test and translation

INTERCOMPREHENSION TEST

This is an experiment conducted in order to test the comprehension of Russian speakers of another language that belongs to the Slavic language family, Serbian.

Instructions: First, fill out the questionnaire. Then, read the text and respond to the questions. In the next part, read the text again and translate it into English. After this, you will hear the audio recording of a native speaker reading the text. Upon hearing the recording, try to translate it once again to see if the audio helped. You can fill these pages in an online format (copy this document, fill it out, and send it to me when you are done), or print them out and fill them - it is up to you. If you don't know how to translate a specific word, leave it blank and underline it in the text. Don't use online tools (Google Translate and such) or dictionaries.

IMPORTANT: Please record a voice note while you are reading the text and try to think aloud - when you translate a word, say why you translated it like that (for example: judging by the structure, I believe this word is a noun, and it reminded me of *this* noun in Russian, so I am translating it as such). Try to be as detailed as possible. As this is a case study, the data is being analysed in a qualitative, and not a quantitative manner. This means that the interpretation of the data relies on your output: how extensive and detailed it is.

TIPS: Read the text as many times as you want. Don't get stressed because it is a foreign language; approach it with curiosity, rather than fear of not understanding anything.

Part 1: Questionnaire

Age: _____
Degree level: _____ (Bachelor / Master / pHd)
Degree course: _____

Which languages do you speak? According to CEFR, define your level in these languages. Find the CEFR descriptor below:

Language	Reading	Listening	Writing	Speaking
English				
Croatian				
Ukrainian				
Slovakian				
Polish				
Czech				
Slovenian				
(Other)_____				
(Other)_____				

	A1	A2	B1	B2	C1	C2
UNDERSTANDING — Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent.
UNDERSTANDING — Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
SPEAKING — Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
SPEAKING — Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
WRITING — Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support for or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Have you ever been to Serbia?_____

Have you ever studied Serbian?_____

Part 2: Questions about the text

1) Read the following text and answer the questions below:

ДРАМАТИЧНЕ СЦЕНЕ У НЕМАЧКОЈ: Седам особа повређено у несрећи у највећем тематском парку

СЕДАМ особа је повређено у несрећи која се данас догодила у забавном парку у немачком граду Руст, у близини границе са Француском и Швајцарском, саопштила је немачка полиција.

ДРАМАТИЧНЕ СЦЕНЕ У НЕМАЧКОЈ: Седам особа повређено у несрећи у највећем тематском парку

FOTO: Tanjug/AP

У извештају немачке агенције ДПА се наводи да је полиција саопштила да се по свему судећи, урушила структура са које посетиоци скачу у базен, пренео је АП.

Управа овог највећег тематског парка у Немачкој је саопштила да је мобилни базен у којем се изводи "шоу рољења" напукао и да се потом вода излила.

Овај парк је популарна туристичка атракција која је прошле године привукла више од шест милиона посетилаца, углавном из Немачке, Француске и Швајцарске.

У парку се такође одржавају конференције, популарно је место за јавне догађаје и често се користи као сценографија за телевизијске продукције.

У овом забавном парку у јуну је избио велики пожар због чега је извршена евакуација посетилаца, а током гашења ватре два ватрогасца су била лакше повређена.

1) Which countries were most of the park's visitors from?
2) What led to the evacuation of visitors in the park in June?
3) How many people were hurt in the incident in the park?

True / False

1) There were more than 6 million visitors in the park last year

□ True
□ False
□ I don't know

2) Conferences are also held in this park

□ True
□ False
□ I don't know

Part 3: Translate the text in English:

_____
_____
_____
_____
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_____

- Listen to the recording: https://drive.google.com/file/d/1y0qArbGQOM7GOul8cljSrp9Oeg09vD_7/view?usp=sharing
-

 Now try to translate the text again. Did it help you gain any additional information? If you understood some more words after listening to the recording, write them down.

_____
_____
_____
_____

Which words were you able to understand from the text?

Participant 1
Part 1: Questionnaire

Age: <u>26</u>
Degree level: <u>Master</u>
Degree course: <u>Economia e gestione dell'arte e attività culturali</u>

Which languages do you speak? According to CEFR, define your level in these languages. Find the CEFR descriptor below:

Language	Reading	Listening	Writing	Speaking
English	C2	C1	C1	C1
Croatian	Can understand reading sometimes			
Ukrainian	C2	C2	C2	C2
Slovakian				
Polish	A1			
Czech	Can understand reading sometimes			

Slovenian	Can understand reading sometimes			
Italian	A1	A1	A1	A1
Spanish	A1	A1	A1	A1

Have you ever been to Serbia? <u>NO:(</u>

Have you ever studied Serbian? <u>NO</u>

Part 2: Questions about the text

1. Read the following text and answer the questions below:
2. Which countries were most of the park's visitors from?
   Germany, France, Switzerland

   2. What led to the evacuation of visitors in the park in June?
      Fire

   3. How many people were hurt in the incident in the park?
      Seven

True / False

1. There were more than 6 million visitors in the park last year

□ True

□ False

□ I don't know

2. Conferences are also held in this park

□ True

□ False

□ I don't know

*Part 3: Translate the text in English: **I left in black the words that i couldn't get or even guess***

An accident (dramatic scene) in Germany: seven persons got injured in an accident in the highest thematic (amusement) park.

Seven people were injured in an accident when данас догодила in an amusement park in the German city Rust, close to the border with Frence and Switzerland, as reported by German police.

Due to the German motor vehicle accident agency се наводи (this flood?) police reported that actually, the structure on which visitors were sliding (jumping) into the pool was ruined, пренео је (is) АП.

The management of the amusement park in Germany has reported where is the mobile pool in which from water изводи "шоу роњења" напукао and where after the water got spilled.

This park is a popular tourist attraction (destination) which in past years attracted more than 6 million visitors, mainly from Germany, France and Switzerland.

The conferences are also held in park, the place is popular for a long догађаје time and is a place of benefit as a scenographic place for TV production.

In this amusement park in June has happened big fire from which the evacuation of visitors has happened, in that extinguishing of fire two firefighters was лакше injured.

- Listen to the recording:
  https://drive.google.com/file/d/1y0qArbGQOM7GOul8cljSrp9Oeg09vD_7/view?usp=sharing
-

 Now try to translate the text again. Did it help you gain any additional information? If you understood some more words after listening to the recording, write them down.

For me reading is easier than just listening, so I would say that it didn't make a huge difference that I've listened to text. General understanding stayed on the same level

Which words were you able to understand from the text? *A lot:))*

Word in Serbian	Translation in English	Translation in Russian	Translation in other languages that helped you understand the meaning (specify which language) Ukrainian
ДРАМАТИЧНЕ СЦЕНЕ	Dramatic scene - accident	Несчастный случай, драматический случай	
Немачке, Француске и Швајцарске	Germany, France, Switzerland	Германия, Франция, Швейцария	Німеччина
седам	seven	семь	сім
особа	person	Персона/ человек, in some contents may be said особа	Персона, in some contents may be said особа

Participant 2

Part 1: Questionnaire

Age: ___22____
Degree level:_____ Bachelor _____ (Bachelor / Master / pHd)
Degree course: ___Economics_____

Which languages do you speak? According to CEFR, define your level in these languages. Find the CEFR descriptor below:

Language	Reading	Listening	Writing	Speaking
English	C1	C1	B2	B2
Croatian				
Ukrainian				
Slovakian				
Polish				
Czech				
Slovenian				
(Other)_Russian_	C2	C2	C2	C2
(Other) Georgian_	C2	C2	C2	C2

ДРАМАТИЧНЕ СЦЕНЕ У НЕМАЧКОЈ: Седам особа повређено у несрећи у највећем тематском парку

СЕДАМ особа је повређено у несрећи која се данас догодила у забавном парку у немачком граду Руст, у близини границе са Француском и Швајцарском, саопштила је немачка полиција.

ДРАМАТИЧНЕ (драматичная-dramatic) СЦЕНЕ (сцена-scene) У НЕМАЧКОЈ (в Германии – in Germany): Седам (семь-seven) особа (человек-people) повређено (ранены - are injured) у (в- in/at) несрећи у највећем тематском парку (в тематическом парке – in a theme park)

СЕДАМ особа је повређено (семь человек были ранены - Seven people were hurt/injured) у несрећи која се данас догодила **у забавном парку** (в парке развлечений - in the amusement park) **у немачком граду Руст** (в немецком городе Руст - in the German town of Rust)**, у близини границе са Француском и Швајцарском** (недалеко от французской и швейцарской границ - near the French and Swiss borders), **саопштила је немачка полиција** (сообщила немецкая полиция - the German police reported).

У извештају немачке (немецкий-German) агенције (агенство - agency) ДПА (ДПС (дорожно-патрульная служба - Road Patrol Service??) се наводи да је полиција (полиция - police) саопштила (сообщила- reported/informed) да се по свему судећи, урушила (порушилась - collapsed) структура (структура/конструкция - structure/construction) са које посетиоци скачу у базен, пренео је АП.
Управа овог највећег тематског парка (тематический парк - theme park) у Немачкој (в Германии - in Germany) је саопштила (сообщила- reported/informed) да је мобилни базен у којем се изводи "шоу (шоу - show) роњења" напукао и да се потом (потом - after) вода (вода - water) излила (вылилась - spilled out, poured out).
Овај парк (парк - park) је популарна туристичка атракција (парк является популярным туристическим аттракционом/привлечением - the park is popular tourist attraction) која (который - which) је прошле године (в прошлом году - last year) привукла (привлекла - attracted) више од шест милиона посетилаца (больше шести миллионов посетителей - more than 6 million visitors), углавном из Немачке, Француске и Швајцарске (в основном из Германии, Франции и Швейцарии – mostly from Germany, France and Switzerland).
У парку (в парке - at park) се такође (также - also) одржавају (проводятся - are held) конференције (конференция - conferences), популарно (популярный - popular) је место (место - place) за јавне догађаје и (и - and) често (часто - often) се користи као сценографија (сценография - scenography) за телевизијске продукције (телевизионная продукция - television production).
У овом (в новом – in the new??) забавном парку (парке развлечений - amusement park) у јуну (в июне - in June) је избио велики пожар (большой пожар -big fire) због чега је извршена (была совершена – was made?) евакуација (эвакуация - evacuation) посетилаца (посетителей - of visitors), а током гашења (погашен (гасить) – put out the fire) ватре два (два - two) ватрогасца су била лакше повређена (ранены - are injured/hurt).

1) Which countries were most of the park's visitors from? Germany, France and Switzerland

2) What led to the evacuation of visitors in the park in June? A big fire
3) How many people were hurt in the incident in the park? 7

True / False

1) There were more than 6 million visitors in the park last year

□ True
□ False
□ I don't know

2) Conferences are also held in this park

□ True
□ False
□ I don't know

Part 3: Translate the text in English:

_____

_____

- Listen to the recording:
  https://drive.google.com/file/d/1y0qArbGQOM7GOul8cljSrp9Oeg09vD_7/view?usp=sharing
-
 Now try to translate the text again. Did it help you gain any additional information? If you understood some more words after listening to the recording, write them down.
_____I couldn't understand any more words
(((_____

Participant 3

Part 1: Questionnaire

Age: 20
Degree level: Bachelor (Bachelor / Master / pHd)
Degree course: Information Engineering

Which languages do you speak? According to CEFR, define your level in these languages. Find the CEFR descriptor below:

Language	Reading	Listening	Writing	Speaking

English	C1	C1	C1	C1
Croatian	-	-	-	-
Ukrainian	B1	B1	A2	A2
Slovakian	-	-	-	-
Polish	B1	B1	A2	B1
Czech	-	-	-	-
Slovenian	-	-	-	-
(Other) Italian	B2	B2	B2	B2
(Other) Belarusian	C2	C2	C2	C2

Have you ever been to Serbia? No
Have you ever studied Serbian? No

Part 2: Questions about the text

1) Read the following text and answer the questions below:

1) Which countries were most of the park's visitors from?

Germany, France, Switzerland

2) What led to the evacuation of visitors in the park in June?

Big fire

3) How many people were hurt in the incident in the park?

Seven

True / False

1) There were more than 6 million visitors in the park last year

x True
□ False
□ I don't know

2) Conferences are also held in this park

x True
□ False
□ I don't know

Part 3: Translate the text in English:

Dramatic scene in Germany: Seven People were damaged in the new amusement park.

Seven people were damaged in something that happened in the amusement park in the German town Rust, close to the border with France and Switzerland, the German Police informed.

In the news report of the German agency DPA which is taken from the police channel(?)..., the structure from which visitors jump into the pool collapsed, cited by AP.

The German amusement park's administration said that the mobile pool in which the "Ronena" show is held broke and all the water had flown out.

This park is a popular tourist attraction that attracted more than six million visitors, mainly from Germany, France, and Switzerland.
In the park the conferences are also held, it is a popular place for …, and often it is used for the television production.

In this amusement park in (?) the big fire broke, what caused an evacuation of the visitors, and while
extinguishing the fire, two of (something) got damaged.

- Listen to the recording:
   https://drive.google.com/file/d/1y0qArbGQOM7GOul8cljSrp9Oeg09vD_7/view?usp=sharing

-

Now try to translate the text again. Did it help you gain any additional information? If you understood some more words after listening to the recording, write them down.

I understand better words like са која, у којем, саопштила. The rest I could understand when I was reading myself.

Which words were you able to understand from the text?

Word in Serbian	Translation in English	Translation in Russian	Translation in other languages that helped you understand the meaning (specify which language)
драмитичне сцене	dramatic scenes	драматичные сцены	
немачкој	Germany	германия	німеччина (Ukrainian)
седам особа	seven individuals	семь особ	siedem (7 in Polish)
парку	park	парк	
забавном	entertainment/amusement	развлекательный	забава (Ukrainian)
град	city	город/град	
близине	near	близко	
границе	border	граница	
Француском, Швајцарском	France, Switzerland	Франция, Швейцария	
саопштила	informed/reported	сообщила	
полиција	police	полиция	
извештају	news report	известие	
урушила	collapsed	разрушилась	

структура	structure	структура	
Са које	From which?	С которой?	з якой (Belarusian)
посетиоци	visitors	посетители	
скачу	jump	скачут	
базен	pool	бассейн	basen (Polish)
управа	administration	управление/админис трация	
шоу	show	шоу	
потом	later	потом/после чего	
вода	water	вода	
излила	Poured out	излилась (old word)/вылилась	
Популарна атракција	Popular attraction	популярная аттракция	
прошле	Last (year)	прошлый (год)	
године	year	год	
привукла	attracted	привлекла	
више	More than	более чем / выше (this word helped)	
шест	six	шесть	
милиона	million	миллион	
посетилаца	visitor	посетителей	
углавном	mainly	В основном / главный (this word helped)	
конференције	conferences	конференции	
место	place	место	
често	often	часто	często (Polish)
користи	used	использовать	користатися (Ukrainian, to use smth)
сценографија	scene	сцена, сценография	
Телевизијске продукције	TV production	Телевизионная продукция	
велики	big/great	большой, великий	
пожар	fire	пожар	
евакуација	evacuation	эвакуация	
гашења	extinguishing	гошение, погасить	
била	was	были	
повређена	damaged	повреждено	

Participant 4

Part 1: Questionnaire

Age: 27
Degree level: Master (Bachelor / Master / pHd)
Degree course: Language Sciences

Which languages do you speak? According to CEFR, define your level in these languages. Find the CEFR descriptor below:

Language	Reading	Listening	Writing	Speaking
English	C2	C2	C1	C1
Croatian				
Ukrainian	A2	A1	-	-
Slovakian				
Polish				
Czech				
Slovenian				
(Other) Italian	B2	B2	B2	B1/B2
(Other)_____				

Have you ever been to Serbia? No
Have you ever studied Serbian? No

Part 2: Questions about the text

1) Read the following text and answer the questions below:

ДРАМАТИЧНЕ СЦЕНЕ У НЕМАЧКОЈ: Седам особа повређено у несрећи у највећем тематском парку

СЕДАМ особа је повређено у несрећи која се данас догодила у забавном парку у немачком граду Руст, у близини границе са Француском и Швајцарском, саопштила је немачка полиција.

У извештају немачке агенције ДПА се наводи да је полиција саопштила да се по свему судећи, урушила структура са које посетиоци скачу у базен, пренео је АП.

Управа овог највећег тематског парка у Немачкој је саопштила да је мобилни базен у којем се изводи "шоу роњења" напукао и да се потом вода излила.

Овај парк је популарна туристичка атракција која је прошле године привукла више од шест милиона посетилаца, углавном из Немачке, Француске и Швајцарске.

У парку се такође одржавају конференције, популарно је место за јавне догађаје и често се користи као сценографија за телевизијске продукције.

У овом забавном парку у јуну је избио велики пожар због чега је извршена евакуација посетилаца, а током гашења ватре два ватрогасца су била лакше повређена.

Source: https://www.novosti.rs/c/planeta/svet/1269855/nemacka-rust-luna-park-nesreca

1) Which countries were most of the park's visitors from? Germany, France, Switzerland
2) What led to the evacuation of visitors in the park in June? A big fire
3) How many people were hurt in the incident in the park? Two

True / False

1) There were more than 6 million visitors in the park last year

□ **True**
□ False
□ I don't know

2) Conferences are also held in this park

□ **True**
□ False
□ I don't know

Part 3: Translate the text in English:

German police claimed serious damages caused by____ in an amusement park in a German city called Roost, near the border with France and Switzerland.

According to a German agency called DPA, today the police informed_____ about crashing of the construction that visitors used for jumping into a pool_____.

The authorities of the German theme park commented that it was a foldable pool in which a water show "____'s Show"____ and then water spilled.

This park is a popular tourist attraction that is loved by tourists from Germany, France, and Switzerland. Last year, the park had more than six million visitors.

This park also hosts conferences, it is a popular place for_____ and often, chorists (?) train their scenography for TV shows.

In the same amusement park, a big fire happened in June. Visitors were evacuated, and then_____ Two of them got hurt.

- Listen to the recording: https://drive.google.com/file/d/1y0qArbGQOM7GOul8cljSrp9Oeg09vD_7/view?usp=sharing
-

 Now try to translate the text again. Did it help you gain any additional information? If you understood some more words after listening to the recording, write them down.

Извршена - совершена (рус.) - took place

***Which words were you able to understand from the text?* Later, it turned out easier to understand (than I expected it would be), so I understood almost every word.**

Participant 5

Part 1: Questionnaire

Age: 23_____
Degree level: Master_____ (Bachelor / Master / pHd)
Degree course: Language Sciences_____

Which languages do you speak? According to CEFR, define your level in these languages. Find the CEFR descriptor below:

Language	Reading	Listening	Writing	Speaking
English	C1	C1	C1	C1
Croatian				
Ukrainian				
Slovakian				

Polish				
Czech				
Slovenian				
(Other)__Italian_____	B2	B2	B2	B2
(Other)__Russian_____	Native			

Have you ever been to Serbia?_____-_____
Have you ever studied Serbian?_____-_____

Part 2: Questions about the text

1) Read the following text and answer the questions below:

1) Which countries were most of the park's visitors from? - Germany, France, Switzerland

2) What led to the evacuation of visitors in the park in June? - fire

3) How many people were hurt in the incident in the park? -

True / False

1) There were more than 6 million visitors in the park last year

□ **True**
□ False
□ I don't know

2) Conferences are also held in this park

□ **True**
□ False

□ I don't know

Part 3: Translate the text in English:

A dramatic accident occured in Nemachko 'sedam' especially damaged in …… theme park
Sedam special damage ... in an amusement park in ... the city of Rust, close to the border with France and Switzerland, reported the German police.
In the well-known German agency DPA ... and the police reported in their own way ... the structure on which the visitors ...
The administration of ... a theme park in Germany reported that ... in which ... and then water poured.
…The park is a popular tourist attraction that attracted more than 6 million visitors last year, mostly from Germany, France and Switzerland.
The park hosts conferences, is a popular place... and is often used as a stage for filming television programs.
There was a big fire in the amusement park, after which visitors were evacuated ...

-

Word in Serbian	Translation in English	Translation in Russian	Translation in other languages that helped you understand the meaning (specify which language)
ДРАМАТИЧНЕ СЦЕНЕ	dramatic scene	жестокая сцена	
особа повређено	significantly damaged	особо повреждено	
у тематском парку	in the theme park	в тематическом парке	
у близини границе са Француском и Швајцарском, саопштила је немачка полиција.	close to the border with France and Switzerland, reported the German police.	вблизи к границе с Францией и Швейцарией, сообщила полиция Германии (немачка is like немецкая)	

У извештају немачке агенције	in the famous german agency	в известной немецкой компании	
урушила структура	the structure collapsed	разрушена структура	
посетиоци Управа потом вода излила популарна туристичка атракција	visitors administration then water was poured popular tourist attraction	посетители администраця (управа is like управление) потом вылили воду популярное туристическое место	атракција - Englih helped, because in Russian аттракцион means a roller coaster
која је прошле године привукла више од шест милиона посетилаца, углавном из Немачке, Француске и Швајцарске. У парку се такође одржавају конференције, популарно је место за јавне догађаје и често се користи као сценографија за телевизијске продукције.	hat attracted more than 6 million visitors last year, mostly from Germany, France and Switzerland. The park hosts conferences, is a popular place... and is often used as a stage for filming television programs.	который в прошлом году привлек больше 6 миллионов посетителей, преимущественно из Германии, Франции и Швейцарии. В парке проводятся конференции, это популярное место… и часто используется как сцена для того, чтобы снимать телевизионные программы.	

1 велики пожар 2 извршена евакуација 3 посетилаца	1 huge fire 2 the evacuation was performed 3 visitors	1 сильный пожар (велики is like великий which means huge, great, strong) 2 совершена эвакуация 3 посетители	

Appendix B: Transcription

Transcription 1

So starting from the heading of this text, which is dramatične scene, is very similar to Russian and both Ukrainian because we can translate it as a dramatic scene literally in Russian but due to the context you understand it is some accident, so this is obvious. Then, preposition "u" is same in Ukrainian, so i understand it is "in". "Nemačkoj", it is obvious that it is "Germany", but not due to Russian because in Russian it's Germaniya and in Ukrainian "Nimetchina", so the root in Ukrainian is similar to the one in Serbian. Then, "7 osoba", I guessed is "seven people" because the word "osoba" exists in both Russian and Ukrainian, it means "person" but mostly that person has some individual characteristics "this person is like this…", that's how you use this word. "Povređeno", I guess it's "damaged" because there's similar word in Russian "povrezhden" which is "damaged" or "injured", so it's clear. Then, this next word I guess it's also an incident, "nesreća" in a tematic park, which is obviously some amusement park, because in Russian it's "tematicheskiy park" which is almost the same, the roots of the words is the same. "Najvećem", I think it's the "highest" or the "biggest park" because the word "naivyshchii" in Ukrainian means the highest. "Koja" is similar to "when" because it sounds like "kogda" in Russian, it is supposed to be similar. I didn't understand "danas dogodila" because I can't get some similar roots, because "dogodila" sounds similar as "walked" but not sure. "Zabavnyi" in Russian is like "funny", but we can say "amusing" so it's obvious we are speaking about the same thematic, amusement park, with attractions and so on. In German city Rust - in Russian we don't use this word grad, but in very old Russian and historical books you may find "grad" meaning city. "V blizi granitsy" in Russian, it's similar to the Russian words, also Ukrainian. "Granica" in Russian is "border", so it is obvious. "Francuskom i Švajcarskom", almost same pronunciation of the

countries, but in a different form that in Russian, "Frantsiya i Shveitsariya (Shveitsariia)" is how it would be in Russian, the root of the name of the country is similar, just the endings are different but it's very easy to guess. "Saopštila" sounds very familiar because, "reported, informed by", in Russian it's written a bit differently, "soobscila" so it's kind of easy to guess for me. "Policija" it's obvious. Word "izveštaju" has same root with the word "izvestie" which is something that is used in the news, i don't know how to translate it correcntly. "Agencija"- "agenstvo", "agency", similar in lots of languages. I guess DBA is about the accidents of the road because in Russian we call it something like DTP, it's a similar abbreviation, I am not sure it is correct. "Po svemu sudeći" looks very familiar to the Russian, I don't know how to translate it to English, it seems very similar to me but maybe I am wrong. "Urušila struktura", "struktura" is the same word, "structure", same in Russian, some construction. "Urušila it's obviously that it fell apart or something like this, because there is the root of the word "ruši", because in Russian it's "rushyt, razrushat se", the beginnings and the endings of lots of words are different and sometimes they have lots of different letters inside but when you look attentively you can see the similar roots and try to connect it with the words in Russian. "Koje" is similar to Russian which is "kotoryi" , "posetioci" is similar root to "posetiteli" , verb "skaču" is same, when you say you jump you say "ja skachu", and here it is that visitors jump into the pool. In Russian "basein", in Serbian "bazen". Next paragraph, "uprava" is management of the park because in Russian some of the departments are still called uprava, for example if it's a department of some area in the city it would be called uprava of this particular area. So it's like a management, directional office, so it's really similar. After we have some repeating words, then I don't get the part with.... And then "after the water fall out" I guess because we also have the word "Potom" -in Serbian "potom", about the water it's also "voda" so exactly the same word. "Izlila" i guess it means spilled out, because there is a similar root of a word in Russian, "izlivat, izlivatsia", it means to spill out so I guess it's maybe the same. I guess "ovaj" means this park, because it doesn't have a similar word or root in Russian and Ukrainian, but it's my guess from the context. "Je popularna" - "is popular", "turisticka" - tourist because "turist, turisticnyi", the same root of the word as popular is also similar "popularnyi" and i want to add that the word "je" i guess it means to be, because in Ukrainian we have this also which means to be and it sounds like "je". Next, "atrakcija" is attraction, I said, because we have the word "atraktsion" ,places where kids play around. "Prošle" means "past" because there is a word in Russian which is "proshloe" - the past, very similar for me. "Godine" very similar to Russian and Ukrainian words with the root "god" , "god" in Russian is year, so it could be last year or in Ukrainian "godyna" is hour so it's whether last year or last hour. But when we read further from the context, we understand it's most probably last

year. More than 6 million visitors, i guess "privukla" is reached more than because I just don't know how to translate, so i just guessed…there is word in russian "Privyshat" over reach/exceed.. "Više" - higher, more than, in Russian would be "vyshe". "Šest" is a number which is similar to Russian "shest". Miliona, this is almost the same word just spelled differently in Russian but sounds absolutely the same. "Posetilaca" has same root with Russian word "posetiteli" and next I translated this. Namely from Germany, France and Switzerland, because the word "uglavnom" consists of "u" and "glavnom" which is "main" in Russian, so that's how I guessed the idea, but if it would be a text in Russian, it would be used different word not "uglavnom" but "v osnovnom", but taking into account that this word has the similar meaning, just not used in this context, but when it is here you can understand it. The word "takođe odrzavaju konferencije", konferencije - conference, similar in lots of languages so it was clear. "Takođe" means also because i guess in Russian it would be "takzhe", which is kind of similar for me. Then I guess "održavaju" means that they held, made some conferences there, it has the root similar with another word "oderzhat", Russian word, but it's used in a different context and it means to reach some point but here generally understanding the context of the news you can guess it means this. "Popularno" very similar to the Russian word, but I guess also the international word has similar way of pronunciation in many languages. "Je mesto" is "place" in Russian, so i guess it's also place in here. Then, "koristi" i guess it's a place of benefit because in Ukrainian there is a word "koryst" which means some benefit, so maybe it is also that root here. And words "scenografije" and "televizijske produkcije", i guess these words were taken in Slavic languages from other languages, scenography, television, production… I guess that "u junu" is "June" because also in Russian it's "iiun" so should be that. "Veliki požar" in Russian the fire is also "pozhar" and "veliki" I guess it is a big one because there is the word in Russian "vilikii" it's not used as an adjective to describe some thing but it's used to describe a person mostly, to say how important, great was the person, and also it is similar root to, you can also say, that some clothes are too big on you, so you may use it to say that these trousers are bit too "veliki" for me. So, that's how I translated it. Next, due to the context, I guess an evacuation happened. "Izvršena" , i don't remember any connection for this word. Then, "gasenja" is familiar in a way that Russian word would be "gasit" or "gashenie", it is a noun, and the root of the word is similar. I guess that's that they put down the fire. The word fire and firefighters absolutely not similar in roots of anything with Russian for example, but i guessed due to the context.

Transcription 2

"Dramatične" as I can see it's an adjective and it Russian we have the same one, "dramatične", it's dramatic in English. "Scene" in Russian we also have this noun, "stsena" - scene in English. "U Nemačkoj" - "v Germaniyi" in Russian Germany is "Germaniya", but when you are talking about people you say "nemtsy" or "nemcy", so "Germans" in Russian are "nemcy". so I guess it's Germany. I think "u" is a preposition like "in, at" which is "v" in Russian. "Sedam" i think it's a number, seven, "sem", it kinda looks alike. "Osoba", I translated like "people" because in Russian there is some kind of word like "osoba" so I guess it's people it's not the same like written here but I guessed it's about the people. I connected these two words and I think it's right. "Povređeno" I translated as "injured, hurt", in Russian it's "ranenyi", in plural because we are talking about 7 people. In Russian there is a verb "povrezhdeniye", in Russian you don't say it about people, you use "ranit" about people, but I connected these together because "povrezhden" you're talking about things, objects. Next 2 words I couldn't translate or connect any words in Russian. Then, "tematskom parku", I translated like "v tematicheskom parke" , "theme park", I don't think in English or Russian there is something like that, you'd say "luna park or amusement park", but I translated it directly like this. "Park" is also "park" in Russian. "Tematski" would be the adjective in Russian "tematicheskiy (tematicheskii)". "Zabavni park" is "amusment park", to be honest "zabavni" reminds me of Russian "zabavnyi", like fun, but you won't say "fun park" so I guess it would be translated as "amusement park". "Nemackom gradu Rust" it's "In the German town Rust". Grad I guess it's town, city, "gorod" in Russian because in Old Russian town was "grad" because there are some cities that contain "grad". "U blizini granice sa Francuskom i Švajcarskom" is "near the French and Swiss border", "granitsa" is border in Russian, "u blizini" is like near, close, in Russian it's "blisko". "Francuskom" is "French", "Frantsiya" in Russian is France, and "Shveitsariya (Shveitsariia)" is Switzerland. "Saopštila je nemačka policija", policija is the same in Russian too. "Saopštila" in Russian I connected this, it reminds me of 'soobshchila' correct - informed, reported, so i translated it like that. 'Agencije' in Russian it reminds me of "agenstvo", agency in English. DPS in Russian, road patrol service, I guess it's that abbreviation. "Se navodi", "policija" is police. "Da se po svemu sudeći", I couldn't translate. "Urušila" reminds me of "rushyt" . I think it has the same root, it's a verb, I translated it as "collapsed", I guess it's past tense. Then we have "struktura", in Russian it's the same word for "structure", but I don't think the structure collapsed, but the construction " konstruktsiia" . "Sa koje posetioci skaču u bazen", I couldn't translate this sentence. "Park" is "park" in Russian and "tematskog" i guess it's an adjective "tematicheskii". "Mobilni bazen u kojem se izvodi", I couldn't translate. "Šou" I guess it's, "show" because in Russian it's also like that. I don't know

what "ronjenja" means, it reminds me of "ranit", to injure but i don't think it's that here, so I couldn't translate it. "Napukao", I couldn't translate, "potom" is the same in Russian, "after, then". Or maybe "posle" in Russian. "Voda" is the same in Russian, water. "Izlila" reminds me of verb, in Russian you can also say the root of this verb is "lit" when something is poured out or spilled out. "Ovaj park" , "ovaj" , I don't know and "park" is "park". I translated that the park is a popular touristic attraction, because of Russian. "Koja", after reading so much I guess it's "which" in English, which has similar letters to the word in Russian. "Prošle godine" ," proshlom godu" - last year, "god" is "year" in Russian, it's kind of similar. "Privukla", it's a verb, reminds me of "privlekat" in Russian, "attract", so I translated it "attracted" in past tense. "More than 6 million visitors", "šest" is "shest", "milion" is "milion" in Russian, visitors is the same in Russian, so I guess that is the right translation. "Više" I translated it like "bolshe" because "vyshe" means higher in Russian, so I translated it as "more". Nemačka, Francuska, Švajcarska is the same root in Russian. "Uglavnom" is "mainly" or "mostly", in Russian "v osnovnom". "Glavnyi" means main in Russian, so I translated like that. U parku means in the park, "takođe" I think it's "takzhe", "also" in English. "Konferencija" in Russian and "conference" in English. "Mesto" in Russian is "place". "Za javne događaje" didn't remind me of anything. "Često" reminds me of "chasto"in Russian, "often". "Se koristi kao" I don't know what it means. Scenografija, scenography in English. Television production, in Russian and English. Here were some words I couldn't translate: "održavaju", to be honest at first i couldn't understand what it means but after translating other words I understood that it means that also conferences are held in the park. "U ovom" reminds me of "novom", it's "new" in Russian. "U junu" - " Iiun" in Russian and "June" in English. "Izbio", I don't know. "Pozhar" in Russian is also "fire". "Velikii" in Russian means "great", so i think you can't say the great fire so i translated it as "bolshoi" like "big". "Zbog čega je" I don't know, "evakuacija" is evacuation and it's the same in Russian. So, what about "izvršena"? It reminds me of "svershena", something was made so I guess the evacuation was made. "Posetilaca" is "posetiteli", so visitors. Kinda reminds me of "potom" but i don't think it's right. "Gašenja", in Russian "gasit" is to put out the fire, it's infinitive form but in the past tense you say "pogashen", so i guess it's that. "Vatre" I didn't understand. "Dva" in Russian is also two. "Vatrogasca su bila lakše" I don't know this word. "Povređen" is injured, as already mentioned.

(...) after reading sentence after sentence, some words i translated more logically; and after translating some words I thought that maybe this means this and some of the roots of the verbs, nouns or adjectives were similar so i connected the dots and this is what i cut. (...) there were

words that i couldn't understand so i couldn't make up sentences, so it was hard for me to translate the text - it was more easy to me to translate the words, that's why i did it like that.

Transcription 3

Dramatic scene in probably Germany, "dramatične scene" is very similar in Russian. We usually say " Germaniia" for Germany, but in Polish and Ukrainian they say "Nemechina" so probably it's Germany. 7 is probably seven, because in Polish they say "siedem", in Russian "sem". I don't know if I would've guessed it without Polish, probably yes from the context. "Osoba" is person. "Najvećem tematskom parku"... I don't know what it means, probably something happened to them in the theme park. They were like, damaged "povrezdeno", I'm not sure. "Koja" is like "which" I think. So, something happened to those 7 people and it happened in this town Rust. "Dogodila" is more similar to Ukrainian. "Zabavni park" is like "amusement park", "zabavni" is fun in Russian, so probably amusement. "Grad" we have this word, it's an old word, people don't use it nowadays, but still we can understand. This one is easy - close to the border with France and Switzerland, police reported. "Blizini" is the same word, "granica" same, countries are very similar. "Saopštila" was kinda difficult to understand at first, but when you read it it sounds like " soobshchila" which is a Russian word- informed, but it's written a bit strange for me so i had to read it aloud to understand. "Izveštaju" probably like "vesti" is an old word for news. I don't know what "navode" means but later it says "policija" so probably police informed that they probably "sudeći", by their like "channel", I'm not sure about this one. "Structure" - "struktura". "Sa koje" - from which. From which the visitors jump into the bath, or pool maybe. So "urušila" is maybe "crushed". Because, again, "urušila" is more from Ukrainian, but I think "urusit" is that something got destroyed. "Sa koje" - "from which" by the context. "Posetiteli" in Russian looks very similar. "Skakat" is to jump. "Bazen" I think it's like bath by the context, because where else can you jump in the amusement park; probably they jumped into the pool and the structure from which they jumped got destroyed. So in the amusement park in Germany those two words I don't understand so I'll skip them for now, they reported. So "mobilni bazen" is probably like a small one, in which a show is conducted. Something happened and the water just got flown out. So "mobilni" I would say "mobilni", the same. "Koji" from which, from an old Russian word. "Izvodi" by the context is "conducted", otherwise I am not sure I know any similar word. "Voda izlila" sounds like an old Russian language used in churches. "Potom" is the same word, so "later". "Voda" is the same word. "Izlila" is like " izlivaet" so it's the same root, you can understand. Probably this park is a popular touristic attraction, so this one you can understand

even with the English, but "popularno"' is also very similar in Russian. "Atrakcija" I don't know if we say this in Russian, I think we do sometimes, but also you can understand from English, but i think also in Russian. "Prošle godine" I wanted to say "last hour" because in Bielorussian and Polish and Ukrainian you say "godina" for hour, but in this case I think it's more similar to Russian "god" which is "year". "Privukla" probably invited. "Vyshe" is "higher than" in Russian, so probably "more than". 6 miliona posetilaca, the beginning of the word is the same, the rest is strange but you can understand. I see the word "uglavnom", so a part is "glavno", so "mainly". "Takođe" probably "also" because of Ukrainian. So the place is also popular as, i don't know what "javne događaje" means, I don't know how to even start to guess what that is, but the last part is "it's often used as a scene for television production", so "često" is like "chasto"in Russian. "Koristi" from Ukrainian because they say "koristati" - to use. In Russian I'm not sure I would've guessed it, I don't think it exists. "Kao" -as, "Scenografija" I don't know what it means precisely but the first part is scena. "Televizijske produkcije" is similar in Russian. "Junu" I don't know. "Veliki požar" would be the same in Russian. "Evakuacija" is "evacuation". So, while putting out this fire, two people were..ah! "Povrezdan" is like "damaged" in Russian, so two people were, i'm not sure it's even people maybe it's… "gasit"..."vatrogasca" i don't know because "gasit" is like to put out the fire. So, maybe, two things were damaged.

Transcription 4
When I was listening to the text, it was quite difficult to me to follow because the sound of the language was so different for me, I would know it's a Slavic language, but for the perception it was hard to understand. Maybe when you see it written in Cyrillic it's better.
I started to translate with the passage "Sedam osoba je povređeno" , verb is "damaged". "Zabavnom parku" is interesting that in English, this word amusement park in Russian would be like "entertaining park". In German city Rust, it's same in Russian. " Blizko granice…" near the border. "soobshchila" - to inform something. "Nemačka policija" - German police, this is pretty familiar.
So, the next paragraph, the short one, "izveštaju" we have the word meaning "to let someone know something". "Se navodi da je", I didn't get at all. "Policija je soobshchila" it's understandable from Russian, police informed. I just highlighted the things I didn't get. An Intersting thing is that we have the verb "skachu" infinitive "skakat" which means short jumps, not jumping from the height for example. For example, a rabbit, or children. "Posetilaca - posetiteli". "Urušila- Razrushila". "Uprava" like authority, administration. We have the word uprava, but it is used not in a literal meaning, it's like something that holds the person tight in a

figurative meaning, not letting someone to do something. But this is the same root for "manage". "Šou ronjenja" I don't know that, I guess it's someone's show. "Napukao" I don't know. "Ovaj" probably this park. "Uglavnom" is like "v osnovnom" like mainly. "Održavaju" I don't know this word, but I can guess it from the meaning. "Popularno mesto" can understand that it is popular for something, but i don't know for what. "Koristi" they are doing, making…Scenography for TV shows. We don't say "produkcije" about TV. For us it's like products. "U ovom" I can understand it's a pronoun "this" or "same", "jun" I think it's June and I actually got it thanks to your question number 2, so I was looking for that information and if you didn't ask that question I probably would not understand it is June. "Veliki požar", we don't use "veliki" for "požar", "veliki" for us is "great", but in the meaning that someone is great and important. "Zbog čega je" i think it's like "because of what…" but I cannot understand literally. "Izvršena evakuacija" evacuation happened. Of whom…of visitors. And after that, comma, the phrase "a tokom" I didn't get a thing. Maybe you did it on purpose, I can see the word "dva", two, and the question "How many people were hurt?" I was looking for some number, and I found "dva" and so I replied that for the question about how many people were hurt in the incident.

Translation: word count

    1.1.   Драматичне
    1.2.   Сцене
    1.3.   У (14)
    1.4.   Немачкој and forms of the same word (немачком, немачка, немачке) (6)
    1.5.   Седам (2)
    1.6.   Особа (2)
    1.7.   (Је) повређено (2)
    1.8.   Несрећи
    1.9.   Највећем and највећег (2)
    1.10.   Тематском and тематског (2)
    1.11.   Парку and forms of the same word (парка, парк) (6)
    1.12.   Која and forms of the same word (које, којем) (4)
    1.13.   Данас
    1.14.   (Се) догодила
    1.15.   Забавном (2)
    1.16.   Граду
    1.17.   Руст
    1.18.   Близини
    1.19.   Границе
    1.20.   Са (2)
    1.21.   Француском, Француске (2)

1.22. И (4)
1.23. Швајцарском, Швајцарске (2)
1.24. Саопштила (је) (3)
1.25. Полиција (2)
1.26. Извештају
1.27. Агенције
1.28. Се наводи
1.29. Да (4)
1.30. По
1.31. Свему
1.32. Судећи
1.33. Урушила
1.34. Структура
1.35. Посетиоци, Посетилаца (3)
1.36. Скачу
1.37. Базен (2)
1.38. Пренео (је)
1.39. Управа
1.40. Овог, овај, овом (3)
1.41. Мобилни
1.42. Изводи
1.43. Шоу
1.44. Рођења
1.45. Напукао
1.46. Потом
1.47. Вода
1.48. Излила
1.49. Популарна, популарно (2)
1.50. Туристичка
1.51. Атракција
1.52. Прошле
1.53. Године
1.54. Привукла
1.55. Више
1.56. Од
1.57. Шест
1.58. Милиона
1.59. Углавном
1.60. Из
1.61. Такође
1.62. Одржавају
1.63. Конференције,
1.64. Место
1.65. За (2)
1.66. Јавне
1.67. Догађаје
1.68. Често

1.69. Користи
1.70. Као
1.71. Сценографија
1.72. Телевизијске
1.73. Продукције
1.74. Јуну
1.75. Избио
1.76. Велики
1.77. Пожар
1.78. Због
1.79. Чега
1.80. Извршена
1.81. Евакуација
1.82. А
1.83. Током
1.84. Гашења
1.85. Ватре
1.86. Два
1.87. Ватрогасца
1.88. (Су) била
1.89. Лакше
1.90. Повређена.

Participant 1 translation results:

Did not translate:
1. Данас
2. Се догодила
3. Се наводи,
4. По
5. Свему
6. Судећи (translated as actually - due to the meaning being similar, 1.5 point is permitted here)
7. Је пренео
8. Се изводи,
9. Шоу
10. Рођења
11. Напукао је
12. Јавне
13. Догађаје
14. Лакше

Score: 12.5 /90 =86, 11% of correct answers.

Participant 2 translation results

Did not translate:
1. Несрећи
2. Највећем
3. Се догодила
4. Данас
5. Извештају
6. Се наводи
7. По
8. Свему
9. Судећи
10. Са
11. Скачу
12. Мобилни
13. Базен
14. Се изводи
15. Рођења
16. Је напукао
17. Овај, овом
18. Јавне
19. Догађаје
20. Током
21. Ватре
22. Ватрогасца
23. Лакше

Score 23/90 = 74, 44% of correct answers.

Participant 3 translation results

Did not translate:
1. Несрећа
2. Данас
3. Се наводи
4. По
5. Свему
6. Судећи
7. Највећег
8. Рођења
9. Јавне
10. Догађаје
11. Јуну

12. Ватрогасца
13. лакше

Score 13/90 = 85, 5 % of correct answers.

Participant 4 translation results

Did not translate:
1. Седам
2. Особа
3. Несрећи
4. Данас
5. Се догодила
6. Се наводи
7. По
8. Свему
9. Судећи
10. Је пренео
11. Највећег
12. Рођења
13. Је напукао
14. Се одржавају
15. Јавне
16. Догађаје
17. Као
18. Је избио
19. Због
20. Чега
21. Током
22. Гашења
23. Ватре
24. Ватрогасца
25. Су била
26. Повређена
27. Лакше

Score 27/90 = 70% of correct answers.

Participant 5 translation results
   Did not translate:
   1. Седам
   2. Особа
   3. Несрећи
   4. Највећем

5. Данас
6. Извештају
7. По
8. Свему
9. Судећи
10. Урушила се
11. Скачу
12. Базен
13. Мобилни
14. Се изводи
15. Шоу
16. Рођења
17. Је напукао
18. За
19. Јавне
20. Догађаје
21. Јуну
22. Током
23. Гашења
24. Ватре
25. Два
26. Ватрогасца
27. Су била
28. Повређена
29. лакше

Score 29/90 = 67, 77% of correct answers.

Sažetak

Cilj ovog rada je da istraži fenomen međusobne razumljivosti i korišćenje njenih strategija u cilju olakšavanja komunikacije među jezicima koji pripadaju slovenskoj jezičkoj porodici. Prvo poglavlje ovog rada se fokusira na ovaj fenomen i njegov značaj u polju učenja jezika, kao i uspostavljanju i održanju višejezičnosti na teritoriji Evrope.

Nakon toga, daju se primeri nekih od postojećih pristupa i projekata u ovoj oblasti. Osim toga, ovo poglavlje se bavi metodama koje se koriste za podučavanje veština međusobne razumljivosti. U prvom delu ovog rada istraživali su se različiti aspekti međusobne razumljivosti, njen značaj u olakšavanju komunikacije i postizanju multikulturalnog okruženja u Evropi, i njene primene u nastavi i učenju jezika.

Da bi se razumeli razlozi za sprovođenje ove studije slučaja na temu međusobne razumljivosti između srpskog i ruskog jezika, važno je ukratko objasniti istoriju slovenske jezičke porodice, razvoj jezika, fonološke promene i karakteristike koje definišu srpski i ruski jezik. Iako ova dva jezika pripadaju različitim granama iste jezičke porodice, dele sličnosti koje ih čine međusobno razumljivim. Ove teme su obrađene u drugom poglavlju, koje povezuje prvo poglavlje, koje se odnosi na teoriju međusobne razumljivosti, sa delom rada koji opisuje istraživanje koje se predstavlja i diskutuje u narednim poglavljima.

Treće poglavlje predstavlja prikaz studije slučaja sprovedene na govornicima ruskog jezika kao maternjeg i kao drugog jezika. Učesnicima je dat tekst na srpskom, jeziku iz iste jezičke porodice kojoj pripada i ruski, koji nikada ranije nisu učili. Osnovna pretpostavka je bila da su govornici jednog slovenskog jezika u stanju da razumeju osnovne informacije prisutne u kratkom tekstu napisanom na nekom drugom slovenskom jeziku. Ovo bi bilo moguće korišćenjem strategija međusobne razumljivosti (na primer, uočavanje sličnosti koje postoje između ovih jezika na nivou jezičkih sistema, kao što su strukturne, leksičke, gramatičke, kao i kulturne sličnosti).

Četvrto poglavlje prenosi rezultate studije slučaja, koji se potom, u petom poglavlju diskutuju i pružaju se odgovori na početne pretpostavke.

Fenomen međusobne razumljivosti se odnosi na sposobnost pojedinaca koji govore blisko povezane jezike da razumeju jedni druge i učestvuju u komunikaciji u različitoj meri, oslanjajući se na zajedničke jezičke karakteristike i znanja vezana za kulturu, kako bi razumeli tekst ili iskaz na stranom jeziku. Ovaj koncept se izrodio iz istraživanja iz devedesetih godina i od tada je bio

predmet istraživanja mnogih naučnika. U početku je bilo teško složiti se oko definicije međusobne razumljivosti. Međutim, vremenom je usvojena definicija oko koje su se naučnici složili: „Međusobna razumljivost predstavlja vrstu komunikacije u kojoj svaka osoba koristi svoj jezik i razume jezik svog sagovornika“. Ova definicija podrazumeva nekoliko ključnih tačaka koje predstavljaju suštinu fenomena međusobne razumljivosti. Prvenstveno, može se pojaviti u bilo kom obliku komunikacije, kako usmenoj tako i pisanoj. Učesnici komunikacije koriste svoje maternje jezike i ne upotrebljavaju jezik svog sagovornika. Komunikacija se odvija tako što jedan sagovornik koristi sopstveni jezik, dok ga drugi sagovornik razume i odgovara na svom jeziku.

Međusobna razumljivost može biti asimetrična. U tom slučaju, u ovoj vrsti komunikacije između dva govornika različitih jezika, jedan od sagovornika razume bolje jezik drugog sagovornika. Nivo razumevanja svih sagovornika može varirati u zavisnosti od situacije. Može takođe biti i receptivna. Takva vrsta razumljivosti obuhvata razumevanje iskaza na nekom drugom jeziku pri čitanju ili slušanju. Ovaj slučaj ne podrazumeva posedovanje produktivnih sposobnosti u ciljnom jeziku, odnosno usmenu i pismenu produkciju. Ovaj fenomen ima i psihološku osnovu jer se oslanja na sposobnost ljudi da se prisete svog postojećeg znanja i primene ga. Naše veštine nam omogućavaju da protumačimo poruku koja, u većini slučajeva, postoji u lingvističkom sistemu koji nam je poznat. Međutim, ovaj proces funkcioniše na sličan način i kada je reč o jezičkim sistemima sa kojima nismo upoznati. Iako je lakše primeniti tehnike međusobne razumljivosti na jezicima iz iste jezičke porodice, nesrodni jezici takođe mogu biti deo procesa međusobne razumljivosti.

Uzimajući u obzir obim istraživanja o međusobnoj razumljivosti između romanskih jezika, jasno je da sličnosti između jezičkih sistema romanskih jezika omogućavaju razumljivost među njima. Da li to važi i za slovenske jezike? Ili su, ipak, razlike u jezičkim sistemima različitih slovenskih jezika prevelike da bi metode međusobne razumljivosti funkcionisale tako dobro kao između romanskih jezika? Ovaj rad ima za cilj da odgovori na ova pitanja.

Analiza podataka dobijenih u toku ovog istraživanja, koji uključuju rezultate testa razumevanja pročitanog teksta, prevoda tekst na srpski jezik i podataka prikupljenih iz protokola razmišljanja naglas, pružila je dragocen uvid u oblast međusobne razumljivosti između slovenskih jezika. Pretpostavljalo se da ruski govornici mogu bar delimično da razumeju tekst napisan na srpskom jeziku. Ova pretpostavka je zasnovana na zajedničkom poreklu ova dva jezika, pristup zajedničkom panslovenskom vokabularu i ostalim lingvističkim sličnostima, pogotovo na nivou

leksike. Osim toga, tip teksta koji je iskorišćen da bi se ispitala međusobna razumljivost je novinski članak, vrsta teksta koji se često koristi pri ovakvim istraživanjima zbog prisustva mnogih internacionalizama i strukture sa kojom je većina ljudi upoznata. Početna pretpostavka potvrđena je dobijenim podacima koji su dokazali da govornici ruskog jezika poseduju veštine razumevanja srpskog jezika. Nivo razumevanja koje su govornici ruskog pokazali pri čitanju i prevođenju teksta na srpskom bio je viši nego što je bilo očekivano. Svi učesnici istraživanja su razumeli značenje teksta, dok je većina njih razumela čak i pojedinosti i veliki broj reči. Njihovo razumevanje je bilo potpomognuto kontekstualnim znacima, čitanjem teksta više puta i, što je najvažnije, jezičkim sličnostima. Sličnosti između srpskog i ruskog su bile od najveće pomoći, a kada učesnici nisu uspevali da razumeju neku reč uz pomoć ruskog, služili su se drugim slovenskim jezicima koje znaju. Uglavnom su ostavljali delove teksta neprevedene samo kada nisu uspeli da ih razumeju ni uz pomoć drugih jezika, niti iz konteksta.

Suprotno pretpostavkama i informacijama iz prethodnih istraživanja, u kontekstu međusobnog razumevanja srpskog i ruskog jezika, upotreba audio zapisa nije dala značajne rezultate. Nivoi razumevanja učesnika su uglavnom ostali isti i na taj način se dokazalo da je uloga audio zapisa u poboljšanju razumevanja zavisna od konteksta i da možda nije primenljiva na jezički par srpskog i ruskog jezika.

Pretpostavljalo se da neki od učesnika ovog istraživanja, govornici ruskog jezika koji govore i druge slovenske jezike, poseduju veće i značajnije sposobnosti razumevanja primenljive na čitanje teksta na nepoznatom slovenskom jeziku, srpskom, u odnosu na one koji govore samo ruski jezik. Iako se ova pretpostavka, što nije iznenađujuće, pokazala kao tačna, ono što je bilo neočekivano je da su učesnici koji su govorili samo ruski i nijedan drugi slovenski jezik takođe pokazali značajan nivo razumevanja.

Ova studija slučaja je doprinela postojećem istraživanju u ovoj oblasti na malom nivou. Međutim, nipošto nije bila opsežna i detaljna i imala je dosta nedostataka, koji su bolje opisani u petom poglavlju. Uzevši u obzir nedostatke, potrebna su dodatna istraživanja u oblasti. Predlaže se da se sprovede istraživanje koje uključuje više učesnika kako bi se osigurali validni rezultati koji bi mogli da se generalizuju. Štaviše, istraživanje u kome bi se eksperiment sproveo tako što bi se dao teksta na ruskom govornicima srpskog jezika, moglo bi da dovede do zanimljivih otkrića o simetriji međusobnog razumevanja između ovih jezika. Moglo bi se takođe sprovesti istraživanje koje bi uključilo govornike drugih slovenskih jezika, kao i druge jezičke parove.