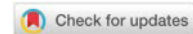


UNDERSTANDING OF ANGLICISMS IN THE TEACHING OF SERBIAN LANGUAGE BY PUPILS OF THE FOURTH GRADE OF ELEMENTARY SCHOOL IN 2021 AND 2023 - A COMPARATIVE ANALYSIS

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Abstract: The term Anglicism is increasingly present in contemporary literature, but also in teaching contents and programs, as an indispensable part of adapting the Serbian language to the influence of the English language on vocabulary and literary language. Students, as well as teachers, are daily faced with the challenges posed by the placement of anglicisms in professional literature, as well as in literary and artistic texts, so additional types of learning are needed in order to adopt concepts and understand them in the right context. For the above reason, this research deals with and has as its main goal to examine the understanding of English language among fourth-grade pupils of elementary schools from the area of Kosovska Mitrovica and Zvečan in relation to the understanding of English language among fourth-grade pupils from the area of Lebane Municipality. The research included 133 respondents - 84 fourth-grade elementary school pupils in Kosovska Mitrovica and Zvečan and 49 fourth-grade elementary school pupils from Lebane, of different genders and academic achievements. The obtained results show us that there are statistically significant differences between pupils from different areas, where pupils from Kosovska Mitrovica and Zvečan have a greater understanding of anglicisms compared to pupils from the Municipality of Lebane. The obtained results confirm the set research hypothesis.

Keywords: anglicisms, elementary school, literary work, understanding of loanwords, interpretation of unknown words
Field: Social sciences

1. THEORETICAL CONSIDERATIONS

In the last few dozen years, the presence of words from foreign languages in program teaching contents, especially originating from the English language, as well as in everyday communication, media and environment, has grown significantly. Even at an early developmental age, children are offered educational and entertaining material rich with foreign words, and children are expected to adopt them, as a proof of child's cognitive development. With these steps, children are introduced to the term anglicisms from an early age, which they adopt into an active vocabulary and use in communication.

The term "anglicism" is defined as a Serbian word of foreign origin that was taken from the English language and as such adapted to the Serbian language (Vujaklija 2006: 47). These words are found both in the teaching of the English language and in content adapted to children's age. The extent to which a foreign word will be integrated into the language system of a country depends on many factors, including the subjective consciousness of the person, the translation and the choice of terms that will appear in the press (Panić-Kavgić 2006). Rudolf Filipović (Filipović 1990), as one of the first researchers in our area, set a different definition, according to which Anglicism is any word taken from the English language that denotes an object, idea or concept as integral parts of English civilization and does not have to be of English origin, but it must be adapted according to the composition of the English language and integrated into the English lexical fund.

On the phonological level, there is a present difference between the phonological systems of English and Serbian. Despite the difference, anglicisms to a significant extent managed to undergo the process of transphonemization, which involves the replacement of phonemes from the donor language with adequate phonemes from the recipient language. As such, transphonemization can be found in literature in three basic forms: complete, partial and free. Complete means the process where consonants and vowels are changed from the donor language to suitable phonemes from the recipient language. Partial means a process where a part of phonemes from the donor language is changed and corresponds to phonemes from the recipient language, while free transphonemization is a process in which there are no exact phonemes from the recipient language for phonemes from the donor language, so they are changed without rules (Filipović 1986).

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In teaching and teaching content and programs, Anglicisms are ubiquitous, not only due to adaptation and translation challenges, but also as a consequence of the insufficient creative power of the Serbian vocabulary. By adopting anglicisms into the Serbian language, the vocabulary of the language is enriched, but certainly this type of natural process should be controlled, so that everyday communication remains at the level of the native vocabulary. Anglicisms are not only included in literature and learning in schools, but also in all forms of informal communication, through the modernization and improvement of communication and technologies (Klein 2008). This phenomenon was especially noticed and gained expansion during the corona virus pandemic, where teaching in schools was reduced to online schooling, that is, online learning and communication. Children were in a situation where they used internet applications and browsers to a much greater extent, in order to be able to fulfill the set criteria and tasks, and on the other hand, teachers were faced with a much bigger challenge, namely how and in what way to use educational platforms they market the planned teaching content, so that it is both educational and interesting, and all this mostly by using foreign words and applications (Miljković 2020).

The presence of anglicisms can also be seen in the literary texts that the pupils encounter, both in the program and in the electives. Unknown words in a literary work can greatly limit or completely make it impossible to understand and experience the literary work. In order to prevent this from happening, a methodical action - the interpretation of unknown words, enables the unhindered reception of cognitive, artistic and educational values of a literary work. In teaching practice, it is not difficult to see words that may seem unfamiliar or incomprehensible to pupils, either according to their meaning or according to their distinction from literary language. In this regard, the authors of the textbooks (reading books) along with the literary text, and within the didactic-methodical apparatus, provide a dictionary, that is, a section dedicated to the explanation of unknown words and expressions. In the methodological literature (Stakić 2014; Rosandić, 2005) it is indicated that the most common unknowns are archaisms, dialectisms, provincialisms, neologisms and foreign words, terms and expressions, which are the subject of our study in the domain of anglicisms. The usual preparation of teachers for the interpretation of unknown words and expressions, when preparing for the interpretation of a work, involves using and consulting a dictionary of foreign words and expressions. In addition, pupils should be trained to use them over time, gradually and through active use, both for the purpose of better understanding of literary works, and for the purpose of building and improving the lexical fund, which is an important indicator of the knowledge and culture of each individual.

2.METHODOLOGY

2.1 Subject and tasks of the research

Considering the fact that the topic of understanding anglicisms among fourth-grade pupils has already been analyzed in the work of the authors Miljković, Perišić (2021) in the area of Kosovska Mitrovica and Zvečan, and in order to check whether the understanding of anglicisms has changed in relation to change of area over a period of time, over a period of two years, on fourth-grade pupils, the research was repeated, with the main goal of examining the differences in the understanding of words borrowed from the English language among fourth-grade pupils of elementary schools from Kosovska Mitrovica and Zvečan in comparison to students of the fourth grade from the area of Lebane for a period of two years (2021–2023).

2.2 General task of the research

To determine the presence of a significant difference in the understanding of words borrowed from the English language among fourth-grade elementary school pupils from the area of Kosovska Mitrovica and Zvečan compared to fourth-grade elementary school students from the Lebane area in a period of two years.

2.3 Specific tasks of the research

1) Determine the existence of a difference in the understanding of words borrowed from the English language among fourth-grade elementary school pupils from Kosovska Mitrovica and Zvečan in comparison to elementary school students from Lebane;

2.4 Research hypotheses

General research hypothesis

There is a statistically significant difference in the understanding of words borrowed from the

English language among fourth-grade elementary school pupils from the area of Kosovska Mitrovica and Zvečan compared to fourth-grade elementary school students from the Lebane area in a period of two years. Specific research hypotheses

H1: There is a statistically significant difference in the understanding of words borrowed from the English language among fourth-grade elementary school pupils from the area of Kosovska Mitrovica and Zvečan compared to fourth-grade elementary school students from the Lebane area.

2.5 Research variables

Dependent variable:

- Scale of understanding of words borrowed from the English language, operationalized through a questionnaire, which examined the use of an adequate word, after reading passages of literary works in which these words appear. Independent variables

- Area the student is from (Kosovska Mitrovica and Zvečan, Lebane)
- Time period: 2021 and 2023.

2.6 Defining the sample

The sample consisted of a total of 133 respondents - 84 students of the fourth grade of elementary schools in Kosovska Mitrovica and Zvečan (63.2%) whose data were collected during 2021 and 49 students of the fourth grade of elementary schools from Lebane (36.8%), who participated in the research in 2023. Regarding the gender structure, 60 boys (45.1%) and 73 girls (54.9%) participated in the research, most of them with excellent school performance (102 students; 76.7%).

2.7 Description of the research flow

In this research, the same instrument that was applied and presented in the work of the authors Miljković and Perišić, in 2021, was applied, which consisted of socio-demographic data (gender, school, school performance, mother's and father's education, monthly family income). Also, the instrument consisted of two passages of science-popular prose (Milutin Milanković's *Kroz vasionu i vekove* and Mihajlo Pupin's *Od pašnjaka do naučenjaka*) that the children read, in which anglicisms were used. At the end of the stories there were questions (10 questions, 11 blank fields), which the students were supposed to answer based on the text they read and give explanations for the anglicism mentioned in the question, as part of the methodical act of interpreting unknown words. The maximum number of points was 11. The reliability of the scale is satisfactory (> 0.7), and the collected data were analyzed and summarized with the help of the statistical program SPSS, which applied the norm for significance at the level of 0.05, that is, all coefficients of significance that are equal or less than 0.05 will be considered statistically significant. Given that the distribution of answers on the test does not differ from a normal distribution, descriptive and inferential statistics were applied, specifically, the t-test.

3.RESULTS

In order to determine the trend of students' correct answers according to the area, in Table 1 we have shown the results of the answer value of the understanding of Anglicisms in relation to whether the pupils come from the area of Kosovska Mitrovica and Zvečan or from the area of Lebane. As we can see from the table, pupils from the area of Kosovska Mitrovica and Zvečan answered the questions correctly in greater numbers (slightly less than half of the questions asked), while pupils from the area of the Municipality of Lebane answered an average of only 3 questions correctly.

Table 1. Presentation of the trend of correct answers on the scale of understanding of anglicisms

		Minimum	Maximum	Arithmetic mean	Standard deviation
Understanding of anglicisms	Kosovska Mitrovica i Zvečan	0	10	4,69	2,47
	Lebane	0	10	2,88	1,73

Table 2. Presentation of the results of the examination of significant differences in answers in relation to the pupils

	Area	Number of respondents	t-statistik	p
Understanding of anglicisms	Kosovska Mitrovica i Zvečan	84	4,53	0,00
	Lebane	49		

In Table 2, we have presented the results of the t-test, with which we wanted to determine whether there are statistically significant differences between the trend of responses of s pupils from the area of Kosovska Mitrovica and Zvečan in relation to pupils from the area of the Municipality of Lebane. Based on the t-statistics (4.53), as well as the significance level coefficient of 0.00 ($P < 0.05$), and looking at the results from Table 1, and the obvious differences between the arithmetic means, we conclude that statistically significant differences exist, and that pupils from the area of Kosovska Mitrovica and Zvečan gave more correct answers, that is, that they recognize and understand anglicism to a greater extent than pupils from the area of the municipality of Lebane.

4.DISCUSSION AND CONCLUSIONS

This research dealt with the topic of understanding loanwords in the Serbian language, that is, anglicisms. Anglicisms represent English words that have been borrowed and included in everyday use in the Serbian language, both in speech and communication, as well as in the literary language and literary works that pupils encounter in the literature classes in the fourth grade of elementary school. Considering the ubiquity of anglicisms in the teaching contents of literature and program frameworks as a whole, it is extremely important that pupils understand the contents that are presented to them and that they adopt and learn them in an adequate way, with understanding. This means that when interpreting an unknown word, i.e. an anglicism, in the process of interpreting a literary work, pupils should understand the meaning of the given word and determine its adequate meaning, because only in this way will they experience and understand the literary work in its entirety as an aesthetic, as well as the ethical essence. Based on the above, the main problem of this paper is the examination of the understanding of anglicisms in literary texts for the fourth grade of elementary school in the areas of Kosovska Mitrovica and Zvečan in relation to fourth grade pupils from the area of the Municipality of Lebane.

Using a statistical test (t-test), it was confirmed that there are statistically significant differences between fourth grade students from the area of Kosovska Mitrovica and Zvečani compared to fourth grade students from the area of the Municipality of Lebane. The difference was already extracted in the average values of correct answers, where it was determined that students from Kosovska Mitrovica and Zvečani answered correctly on average 5 answers out of a total of 11, while students from Lebane answered correctly only 3 questions out of a total of 11 questions. These results coincide with the research results of Miljković and Perišić (2021), where statistically significant differences in the understanding of anglicisms were observed among children from Kosovska Mitrovica and Zvečan, by gender, material status and monthly income. These results can be explained by the greater use of the Internet and different platforms, which more often display anglicisms in their content.

For some subsequent similar researches, we suggest equalizing gender by number and analyzing children's activities and learning techniques, in order to determine the degree of use of different platforms and the Internet in the learning process, and in order to draw conclusions in an adequate manner, which are the concrete reasons why children with areas of Kosovska Mitrovica and Zvečan better in understanding anglicisms compared to children from the area of the Municipality of Lebane.

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